



COURSES

City of Birmingham Polytechnic

Centre for Teacher Education and Training
EDGBASTON DEPARTMENTS
(Formerly City of Birmingham College of Education)

DEPARTMENT OF 3 & 4 YR. COURSES

(Validation for 3 & 4-Year B.Ed.)
Subjects available: Art/Design, English, French, Geography, History, Mathematics, Music, Biology/Human Biology/Combined Science.

It is hoped to commence Degree Courses by C.N.A.A. in September 1976.

DEPARTMENT OF POST-GRADUATE, POST DIPLOMA AND OTHER ONE-YEAR COURSES

1. Post-Graduate Course for teaching at all school age levels and with a wide range of subject interests.
 2. Specialised One-Year Course for students with appropriate Music Diploma for either: (a) Class Teaching; (b) Part-time Instrumental Teaching.
 3. Specialised One-Year Course of Professional Training for students with an appropriate Diploma from a School of Speech/Drama.
 4. One-Year In-Service Courses for Serving Teachers wishing to specialise either as: (a) Teachers of Handicapped Children; or (b) in Health Education and School Counselling.
- A Three-Year Part-time course is available as alternative to 4(a).
- C.N.A.A. is being asked to validate awards for all these courses.
- Applications to: Admissions Section (E.D.), City of Birmingham Polytechnic, Corporation Street, Birmingham B4 7DX. Telephone enquiries: Westbourne Road, Edgbaston, 021-454 5106.

Thomas Huxley College

Woodlands Avenue London W3 8DP

UNIVERSITY OF LONDON BED DEGREE PART 2

Half-Time Course for Serving Teachers

Beginning in October, 1975, the college is offering a half-time BED course for serving teachers. Applicants must have passed Part 1 of the University of London BED Degree.

Subjects to be offered are Education, Art and English. The course, which extends for two years, involves attendance two evenings weekly plus a short period of full-time study.

Application forms and further details available from the Principal.

The POLYTECHNIC WOLVERHAMPTON

What about a Polytechnic?

When talking to your sixth formers why not consider polytechnics? They offer a wide range of courses with the possibility of transfers between different types for those with second thoughts.

At the Polytechnic, Wolverhampton, we offer school-leavers a selection of degree and diploma courses profiling from strong links with the industry, commerce and arts of the West Midlands Conurbation, namely:

DEGREE COURSES

Biological Sciences, Business Studies, Ceramics, Combined Studies (Science, Economics, Engineering, Computing), Computer Science, Economics, Fine Art, Graphic Design, Humanities (including Language and Literature, History, Geography), Languages and European Studies, Law, Mechanical Engineering, Three Dimensional Design (Wood, Metals, Plastics).

DIPLOMA COURSES

Applied Biology, Building, Building Production and Control, Business Studies, Chemistry, Civil Engineering, Languages for Business, Mechanical Engineering, Public Administration.

NEW COURSE

Diploma of Higher Education commences this October.
Interested? Current prospectus obtainable from the Academic Registrar, The Polytechnic, Wolverhampton, WV1 1LY, or telephone (0902) 27371/23651.

Museums 'go too far' to pull crowds

by Clive Ashwin

The frenetic attempts museums sometimes make to draw people in were questioned by Sir Ernst Gombrich, director of the Warburg Institute, in an address to an Anglo-American conference of art museum directors held at Ditchley Park, Oxfordshire, last weekend.

"I cannot help being reminded of the claims of the nineteenth-century missionary societies with their statistics of converted heathens", he said. "How many souls did they reach?"

Jointly organized by the American Assembly and the British Museum, the conference discussed topics including conservation, acquisition, staffing, administration and exhibition techniques. Some representatives said that temporary exhibitions were a drain on the resources needed for permanent collections, and placed public appeal in front of scholarship and conservation.

In a background paper circulated at the conference, Mr Christopher White of the Mellon Foundation appealed for greater discretion and restraint when interpreting art in the general public. "Once the public has been removed from the curatorial bias there is a temptation to say, not too little, but too much", he warned.

Mr Michael Compton of the Tate Gallery dealt with the complex problems of museums of contemporary art. "Visitors often get very upset when they find things which they feel they could do as well themselves", he pointed out. "Certain artists, he added, wrongly believed that the museum was a symbol of capitalist ideology and tended to react against it."

Some participants complained that school groups were not adequately prepared when they visited museums. Many seemed to have abandoned grounding in subjects like history, which would enable children to put art into their own personal contexts.

M Germain Bazin, former director

The British Museum.

of the Louvre, was asked the future of the museum. "To maintain the odds, the fiction of a museum, as to the museum, is a ruthless obstacle to a state of no longer afford", he said.

"Why struggle to maintain a permanent for people's pleasure in the ephemeral, after their doors have been shut?"

Girl soccer players denied their goal

Moves by primary school sports teachers in Twickenham to allow girls to play in soccer matches have been ruled off-side by the English Schools Football Association.

Girls have to stay on the touch-line, the association says, unless matches are simple "friendlies", where no trophy is being competed for, or are a part of organized school games.

But even this concession in International Women's Year, the Sex Discrimination Bill and Women's Liberation has to have the approval of a headmaster, according to Mr H. S. White, the association's divisional secretary.

Mr Lancelot Lomas, a spokesman for the teachers, said they would meet again to review the situation. He was against the idea. "But people argue that if girls want to play, they should be allowed in."

Mr Peter Hughes, assistant to the general secretary of the ESFA, said it would need a general meeting to change the association's constitution before girls could compete in cup matches.

Mr White said: "We've nothing against girls playing soccer provided they don't play in our competitions. There is nothing inherently physically different between boys and girls playing football."

"If the demand grows, we might have to rethink."

Student group on stand-by to stop sexual discrimination

A squad of 40 to 50 homosexual men and women students has been formed at London University to help isolated homosexual students who face discrimination or physical assault, or who are just lonely.

The third annual conference of the National Union of Students' gay rights campaign was held last week at the school which could be sent to any college in the Greater London area.

So far they have gone to a few small colleges where one or two homosexual students have tried to organize a dance or social event, and have faced hostility from the college authorities or the students' union.

The conference of 150 delegates at Warwick University was held at a time when the difficulties that homosexual students face, the union president was said to have hidden the documents publicizing the conference so that none from his college would attend. Posters were torn down and Hull University students' newspapers refused to accept an article on homosexuality.

A delegate from Brighton Polytechnic said: "If you're in the art department where people can dye their hair green without anyone thinking anything about it, you're regarded with suspicion."

Course aims at reading experts

The school of education at Bristol University is offering an MEd course from October 1976 which is designed to produce specialists to advise on language and the teaching of reading. The Bullock report recommended that every school should have such a specialist.

The course will be open to teachers and educational administrators who want to become consultants and who have already made a study language in education. Students will look at language as used in schools, basic linguistics and psychology, and the principles of research design.

One of the five lecturers on the course, Gordon Wells, has been conducting a longitudinal study of language development in pre-school children since 1972, and will continue to investigate the same children as they start school and learn to read. Students on the MEd course will have the opportunity to help in the research.

Details of the course can be obtained from: The Secretary (Regulations), School of Education, University of Bristol, 35 Berkeley Square, Bristol, BS8 1JA. The closing date for applications is November 14, 1975.

Cameron reports on the educational views of Britain's 'tax' dockers

on and East India Dock?

for the public schools and return of the 11 plus came from an unexpected source: the dockers.

30 men from docks all over the country attended a weekend conference last month in London to discuss their views on the T.E.S. Commission, who works for the Government, and to discuss their views on the T.E.S. Commission, who works for the Government, and to discuss their views on the T.E.S. Commission, who works for the Government.

Mr Grayson's 13-year-old son, who went to her local comprehensive in 1962 for 12 months, was the only one who was not a member of the association. He was the only one who was not a member of the association. He was the only one who was not a member of the association.

At the weekend school at York, the dockers heard a comprehensive lecture from Mr Luke Spencer, who teaches English and industrial relations at the extra-mural department of Leeds University. Mr Grayson said that although some of the dockers had agreed with Mr Spencer's views many had resented "his assumption that he was preaching to the converted."

"Some of these people think once they are in front of a crowd of dockers they can put over a lefty line. They usually get a few surprises. We may be dockers but we're not thick."

Mr Spencer, who has worked as a Workers' Educational Association tutor, said this week, he had met some of the pupils in his class.



Judith Grayson and her father, dockworker Alvin Grayson.

"choice" and their general behaviour even worse.

At the weekend school at York, the dockers heard a comprehensive lecture from Mr Luke Spencer, who teaches English and industrial relations at the extra-mural department of Leeds University. Mr Grayson said that although some of the dockers had agreed with Mr Spencer's views many had resented "his assumption that he was preaching to the converted."

"Some of these people think once they are in front of a crowd of dockers they can put over a lefty line. They usually get a few surprises. We may be dockers but we're not thick."

Mr Spencer, who has worked as a Workers' Educational Association tutor, said this week, he had met some of the pupils in his class.

Teaching thinking:

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

deep drawing attention to the content to the process

TRADITIONAL

generalise! ← abstract!

use!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

CoRT

create!

tool

practise!

use!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

!!situations!!

Fortunes differ as polys hunt the Dip HE students

Three polytechnics have failed to recruit any Diploma of Higher Education students. But other colleges have had enormous success.

While variations are reported in recruitment to DipHE courses validated by universities and by the Council for National Academic Awards, the most popular course remains the controversial one at the North-East London Polytechnic, which had 227 applications for 100 places.

But Ulster College, Belfast, and Huddersfield Polytechnic did not attract enough students to start a course. At Huddersfield those who did apply have been transferred to degree courses. The failure of Ulster College to attract students means that there will be no DipHE in Northern Ireland this year.

Portsmouth Polytechnic's diploma, which is linked to a BSc degree in combined studies, has failed to attract a single student to the diploma course.

But 102 students have applied for the degree course. The three most popular courses offer NELEP are at Bradford College, Gwent College of Higher Education and Wulverhampton Polytechnic.

Crewe and Alsager College of Higher Education and the North-East Wales Institute of Higher Education (formerly Caerdydd College, Wrexham) have managed to start DipHE courses, but with lower numbers than anticipated.

Only one student out of 68 liberal arts students recruited to the College of Ripon and York St John has decided to take a diploma. The remainder have opted for the college's liberal arts degree.

Figures are not available from Ilkley, Bingley and Bishop Lonsdale colleges of from Oxford Polytechnic where students can defer their choice.

Times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

times Higher Education Supplement.

CoRT Thinking in use

1. Foundation subject
2. English department
3. Head's contact lesson
4. Religious studies
5. General studies
6. Core subject (for IDE etc)
7. Sixth form option
8. Remedial groups
9. Teacher training
10. English as foreign language

CoRT packs

- CoRT I (breadth)
- CoRT II (organisation)
- CoRT III (interaction)
- CoRT IV (creativity)
- CoRT V (information and learning)
- CoRT VI (action) (in course of preparation)

Each pack contains a teacher's handbook and notes for each of ten lessons for 30 pupils. Details from:

Direct Education Service Ltd., 55 Albany Street, Blenheim Forum, Dorset DT11 7HZ.

Australia, New Zealand, PNG: W. D. Scott & Co Pty Ltd, 100 Pacific Highway, North Sydney 2060, NSW.

CoRT THINKING

from Edward de Bono

Teaching thinking is as easy as walking a tightrope. There is no problem until you fall off: on one side into 'interesting' discussions that develop no transferable skill; or on the other side into philosophical constructions that have little practical use. For walking this tightrope CoRT Thinking lessons provide a sort of hand-rail in the form of a simple but definite framework for attention.

The CoRT approach is to crystallise aspects of thinking into deliberate attention-directing tools (such as PMI) or attention-holding concepts. It is

not expected that the pupil will remember all sixty lessons. The lesson structures serve to keep attention on certain aspects of the 'process' of thinking. It may be necessary to make something unobvious for it to get the attention it deserves.

The aim is to create a framework so that attention can be directed to explore experience instead of passively following behind. The aim is also sufficiently to detach the ego from thinking so that a person can say: "my thinking was not so good on that occasion". The aim is more towards wisdom than cleverness.

CoRT Thinking

COURSES

Middlesex Polytechnic

Diploma in Primary Education

with Special Reference to Language Development

(University of London)

A one-year full-time course, starting in September, 1976, held at our Trent Park site in north London. The course is designed for qualified teachers with five years experience teaching children aged 5 to 11 years. Teachers with nursery school experience are also invited to apply. Language theory and children's use of language are important aspects of the course which also includes selected aspects of primary education and the development of young children. There is practical work in art, music, movement, environmental studies and language. Please write for an application form and further details to The Registry, Middlesex Polytechnic, (Ref. C96A), Trent Park, Enfield, Herts. EN4 0PT, or telephone 01-449 9691.

COUNTY OF SOUTH GLAMORGAN

Cardiff College of Art

POST GRADUATE SCHOOL OF ART EDUCATION

Applications are invited from experienced teachers and lecturers in Primary, Secondary and Higher Education for the following one year full-time Advanced Courses.

M.E.D. Option ART EDUCATION
ADVANCED DIPLOMA IN ART EDUCATION
ADVANCED DIPLOMA IN CURRICULUM DEVELOPMENT IN ART EDUCATION

For further details, including secondment procedure, please apply to the Head of the Post Graduate School of Art Education, Cardiff College of Art, Howard Gardens, Cardiff.

UNIVERSITY OF EXETER SCHOOL OF EDUCATION

Counselling

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified experience for the one-year full-time course leading to the advanced Diploma in Education (Counselling) which is offered by the School of Education and in which the University Department of Sociology and Psychology participate. The course is designed for those who hold or seek appointments in guidance and counselling in secondary schools, further education and higher education.

LEA teachers are eligible for secondment on full salary. Other teachers may be eligible for grant from Local Authorities.

Full details are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

Read for the Diploma in Mathematics (Teaching) of the Mathematical Assn. AT HOME

With the aid of expert postal tuition provided by the Metropolitan College you can secure this valuable qualification and increase your earning power. (As a teacher, possession of this diploma entitles you to a merit award of £78 p.a.). Write for details to the Principal, B. Mendez, B.Sc. (Econ.), F.C.A., Department 2Y10K, Metropolitan College, Aldermaston Court, Reading RG7 4PW. Also at the Metropolitan College, Advisory Office, 4 Fore Street Avenue, Moorgate, London EC2Y 5EJ. Tel. 01-628 2721.

Metropolitan College

FEVER-pitch: signs of vouchers catching on in Kent

by Owen Surridge

FEVER (Friends of the Educational Voucher Experiment) won new friends and much support last week in Kent, the county most likely to try its own voucher experiment.

After a lively debate between representatives of the main political parties at a crowded public meeting in Ashford School voted overwhelmingly for a trial.

Mr David Mandel, a member of the National Institute of Education at Washington, the organization responsible for funding the American experiment at Ashford, told them that the voucher experiment had its origins in substantial unhappiness among parents who were concerned about the way schools were being run.

The idea received the support of all shades of political opinion, those of the right being interested in the freedom it offered, those of the left seeking equality of opportunity.

In spite of strong opposition from teachers' unions, they were now in the fourth year. So far the findings have not been conclusive, but the prognosis that the scheme would cause chaos in the schools just has not happened.

Some difficulty had been caused in the bi-lingual schools, but a survey had shown that most parents were satisfied with the results. Teachers have substantially more influence over the curriculum and budgeting than before and there has been an improvement in classroom relationships; the children are there because they want to be there.

The spirit of professionalism among teachers had increased and union opposition had declined. Parents were taking a much greater interest in the curriculum, the quality of teaching and in school affairs generally. There were some of the difficulties with educational psychologists that appeared had foretold before the scheme began.

Lord Beaumont of Whitley, the Liberal peer, had doubts. "I don't like the voucher scheme," he said, but rounded off a rhetorical speech with a call to "have a go. We do not know enough about it. We would favour a limited experiment."

Rebutting pleas to lift education out of politics, he said: "I believe that education is there to realise the greatest potential in every child but to some extent we have to teach them to live in the society we have bequeathed them. That is politics. We should teach people to use and enjoy liberty, but we must

protect them from overcentralization, from inequality of opportunity, from poverty, from living in areas where they cannot get a good education."

"I don't think FEVER is a middle-class rump. I think the whole of education is a middle-class rump. I can tell from the proportion of working-class students in the universities. . . . All schools are bad, but some are less bad than others, so the choice should be given to the children, not the parents."

That was the great advantage of the voucher system, give your child a better choice? Will he be able to learn both Greek and woodwork?

Mr Sidney Irving, Labour and Co-operative MP for Dartford, declared his outright opposition to the voucher idea and poured scorn on the notion that the "market mechanism" could improve schools. He feared that fly-by-night operators would creep in and trap parents.

The introduction of a voucher scheme would give a great boost to the independent schools. "Ninety-five per cent of parents would not want that," he hoped the voucher experiment would not become a political issue.

A side effect of the voucher system would be to force state schools to put the emphasis on economy. He forecast a huge success in running costs if the independent schools were allowed to take part.

"For most parents the real choice would be limited to schools in the immediate neighbourhood. Schools that cannot cope will have to give way. Some schools will be unsubscribed, while others will be run down."

The result would be an enormous loss to public investment and greatly increased administrative costs and what about the parents who have had little schooling themselves? Challenging the relevance of the Ashford experiment, he alleged that it was only taken on there because of a £17m grant from the central authorities, a sweetener that wouldn't be available in Ashford.

A voucher scheme, he said, would cause difficulties with parents and destroy the professional approach of teachers. "I am opposed to the tremendous upheaval that would cause in education and I hope that

the Kent County Council cannot make charges as to a scheme of this kind."

Dr Rhodes Boyson, Conservative MP for Dover, believed the voucher would improve schools; "the more the better, the more improved."

"I believe parents are about standards of school. William Tyndale case is irresponsible as to local parents' wishes. If they can be considered and vote upon there is no reason to say they cannot reasonably be schools. If you parents want their child to be much more than good schools."

Calling for a limited power of the state, he strengthened of the through a restoration of choice. The scheme would take the from the public and schools from the choice of the Socialist and the Capitalist.

The scheme offered advantages to ethnic minorities on each of the 125 committees which are being set up by the Manpower Services Commission to advise on training employment. Members of the careers service will be in the appropriate meetings. They are now putting committees have been set up to advise the MSC on employment, on the functioning of local labour markets, and on how to promote the 25 members of each committee will include representatives of employers, trade unions, and authorities and education.

The MSC here also set up teams with applications for a share of the £3m allocated by the Government for work creation projects.

As a moderate left, the voucher scheme has been a success. It could be the next 5-10 years. The rate in providing the and we can close the people do not want.

"Bussing is an expensive and difficult; it greatly increases the cost of running in London and is not a solution. The schools are not to make their own arrangements. The public use their own buses, so why not?"

ACC query all-in legislation

The recently published outline of possible legislation to ensure fully comprehensive schools has been criticized by the English and Welsh counties whose representatives saw Mr Mulley, the Education Secretary, last week.

A deputation from the Association of County Councils told Mr Mulley that the counties were "anxious" about the proposed legislation on two main fronts. They questioned whether it was right to disturb the "tripartite relationship" between the Secretary of State, the I.E.A. and the voluntary schools, a relationship lying at the heart of the national policy as set out in the 1944 Education Act.

And they expressed concern at the proposed arbitrary changes in the procedures under Section 13 of the Act; the uncertainty surrounding the voluntary aided schools and the possible conflict between the proposed and existing laws covering boarding education. They told the Minister they were anxious about the creation of administrative problems that would result from the proposed legislation.

Mr Mulley was also told that the proposals took no account of the need by some I.E.A.s to take up places at denominational schools, and that in some cases the I.E.A. had no alternative but to use selective denominational schools. Pupils wanting to go to other schools as well as those being selected out for brilliance in music and dancing should also be excluded under the new law.

The ACC told Mr Mulley that in drawing up the proposals, the Department's officers had failed to



Local school-leavers started work this week on council beach reclamation in the first of the job creation schemes. They will earn £23 a week.

MSC hope to provide 15,000 jobs

The MSC hope that at least 20 projects will be starting by the end of the month. Eventually they expect to provide at least 15,000 temporary jobs.

The money is being concentrated on the development areas with special emphasis on jobs for the young. Scotland will receive £8m, Wales £3.5m, Merseyside £4.5m, the North £6m, and the South West £1m. Of the rest £6m will be kept for projects elsewhere, and £1m for administration.

Types of scheme which the MSC expect to approve include the clearance of derelict land for allotments (including the building of sheds, erection of fencing and reclamation of soil), repainting of schools, and the conducting of social surveys.

Priorities will be given to projects which offer training or future education opportunities for young

people. But the work must be genuine. "We do not want hundreds of youngsters doing work which machines can do much better," said Mr Dewi Rees, head of the Job Creation Programme last week.

Projects will have to be capable of being wound up within three months, provide at least 30 man-man hours' employment, and not depend on long-term finance.

If the MSC are sure that the project sponsor will run it properly and can afford to supply the materials (the MSC will pay up to 10 per cent of cost of materials), they will receive the full cost of all wages and National Insurance contributions.

Normally the MSC will not give more than £50,000 for any one project, though in exceptional cases they may pay more.

Unemployed turned away by colleges

Unemployed young people are being turned away from colleges because of a shortage of staff and space brought about by cuts in education spending, a teachers' union official said last week.

Mr Bill Baaden, education secretary of the Association of Teachers in Technical Institutions, said that thousands of young people who left school this summer were still without jobs.

After three months of searching for employment, some of these have sought entry to colleges of further education to take full-time education, heaviest on vocational subjects. But qualified applicants were being turned away, he told a meeting organized by Brighton Trades Council.

"It is no use telling these young people who have been frustrated for three months of fruitless search for employment and then thwarted in their wish to enter a college of further education that things will be

easier next year or the year after, or possibly the year after that. Their need is immediate. They need the opportunity now. A succession of empty promises and the frustration it will produce could create a bitterness which could well last a lifetime."

There were also people who could not get jobs because they needed to win a qualification but colleges did not have the space in the space in which the colleges have experienced in the past 18 months have taken effect.

In the meantime the Government go through a charade of indicating that resources will be provided to encourage training in further education for 15,000 school leavers. The money will be provided. The same money that has already been withdrawn from the education service and produced closed doors for some of these youngsters."

Missing out on day release

Allowing young workers to return to school one day a week to study for CSE and GCE examinations could be one way of extending release, a delegation from the TUC said Lord Cawthra-Hunt, minister in charge of higher education, at a meeting last week.

In a background note submitted before the meeting, the TUC said that a lot of thought had been given to introducing day release in further education colleges. But they wanted to see a broader approach.

As well as suggesting release back to school, they proposed short residential courses for young workers in empty places in colleges of education. These colleges could develop suitable curricula and teaching methods. In exceptional cases some form of study within the employee's work place could be offered.

The TUC repeated their call for a national agency for the education of young workers. Its first job

would be to set up pilot schemes in different industries and different parts of the country.

These schemes would have to pay special attention to groups who usually miss out on day release—such as girls, and workers in rural areas.

The quality of courses would be particularly important—they should fit in with the young worker's desire for adult status and also be directly relevant to his or her community and working life. This would need appropriate teacher training.

The TUC asked Mr Fred Mulley, Secretary of State for Education, to state in general terms his intention to introduce universal day release and set up a wide range of preparatory schemes for 16 to 19 year olds. The precise due for universal release would depend on the progress of the preparatory schemes. But the TUC hoped that it would be within the lifetime of the present Parliament.

PAPERBACKS: 25p-50p

TOPIC LIBRARY SETS CASSETTE-BOOK SETS RECORD-BOOK SETS INDIVIDUALISED READING CLASSROOM SETS POSTERS

For full details of all these, see our new 1975-76 Catalogue, now available. For your personal copy, write to:

Scholastic Publications Ltd.,
Westfield Road, Southam,
LEAMINGTON SPA,
Warwickshire CV33 0JH.

Well worth looking into!

10/10/75

'Don't fence them in at play'

by Gavin Scott

Children's development is being stunted because their play is cut off from adult activities, Mr Arvid Bengtsson, president of the International Playgrounds Association, told a conference on playground design in Bristol last week.

Housing estates emptied of most adults during the working day were not stimulating places for children, he said. Children were attracted to adult activities, and areas slummed by children too.

He urged planners to bring work and recreation places on to housing estates instead of grouping them in city centres, so that children could see and imitate adults at work and play. Many open landscaped areas around estates could be turned into gardens where adults and children could both work.

Mr Bengtsson criticized the excessive use of play "furniture" in children's playgrounds. Instead there should be large areas of deep sand, big wooden blocks from which temporary buildings could be made, and other things children could use on their own. Children should have the sensation of achieving something difficult and an environment rich enough to provide the materials for this. "The problem is that children love messy corners and parents hate them."

Larger playgrounds should have old buildings with ropes for swinging and piles of foam rubber for jumping, which could be used for indoor play. Too many playgrounds were not equipped for play on wet days. Parks authorities could buy old barns or sheds and re-erect them in play areas.

He also suggested that play areas should not be fenced off from school grounds. This would stop the tendency for schools to divide children rigidly into age categories.

Fairfield Adventure Playground, in Camden Town, North London.

L.e.as skimping on leaders

The adventure playground movement could fizzle out entirely in the next year because local authorities are skimping on play leaders, the secretary of the National Playing Fields Association told the conference.

Lieutenant-Colonel R. G. Satterthwaite said adventure playgrounds were in danger because, to save money, local authorities decided that one play leader was enough for each playground. But the pressure on a single play leader was such that the quality of experience in a playground soon slumped, the leader

became exhausted, and the children resented angrily with vandalism.

"For example, the Faulkner Road playground in Liverpool was started six months ago with 200 children to one leader. Now it has no leader and before very long it will be vandalized. Then people will say that adventure playgrounds do not work, and the concept will be discredited. Similar things are happening elsewhere."

The Playing Fields Association believes there should be at least two leaders for every 50-100 children.

Truant: One who finds something better to do

A plan for joint in-service training for teachers and social workers was made by Professor Ronald Davie, educational psychologist, last week.

Professor Davie, of University College, Cardiff, and a former director of the National Children's Bureau, was speaking at a conference organized by Sunderland Polytechnic to encourage better understanding between teachers and social workers.

He said he found it "incredible" that local education authorities and social service departments did not combine to provide in-service training. There was a danger of teachers and social workers undervaluing each other's roles.

Social workers considered matters from a point of view of the family as a whole, whereas teachers saw things with the perspective of the child. They also spoke in different professional languages.

Administratively, co-operation could be difficult since social service and education authorities had different priorities. Attitudes were important, he thought, that some heads might be reluctant to accept "an autonomous professional rogue elephant" rising in their schools every week.

During discussion, one teacher complained of the lack of feedback

of information once they had been referred to the social workers. He had been the question of confidentiality groups. It could be outside the confidence of the other's professional role.

Truants were not disturbed or deprived by being referred to social workers. They were merely found something to do. Could you blame them for going away from school on the market or shopping? And were they any different? A social worker said that schools were the institutions, apart from mental hospitals, where was compulsory for them. Mr Jim Green, head of the local branch of the National Children's Bureau and a Sunderland Polytechnic "dialogue group" set up consisting of social workers, doctors, and welfare officers, he suggested, meet in homes to discuss matters and the results could be fed back to the schools. Green hopes, if the good, that the groups will meet regularly from November.

He said he found it "incredible" that local education authorities and social service departments did not combine to provide in-service training. There was a danger of teachers and social workers undervaluing each other's roles.

Administratively, co-operation could be difficult since social service and education authorities had different priorities. Attitudes were important, he thought, that some heads might be reluctant to accept "an autonomous professional rogue elephant" rising in their schools every week.

Uniforms: 'Go for durability'

In present economic circumstances the need for economy and durability should be uppermost in the minds of heads and school managers when considering school uniform rules, said Miss Joan Lester, Under-Secretary for Education and Science, in the Commons.

She also said the views of parents should be taken into account.

She was replying to an adjournment debate opened by Mrs Maurice Colquhoun, Labour MP for Northampton North, who raised the matter following a case in which boys were banned from school because they were not wearing uniform.

She complained that the rigid to value the wearing of uniform above that of receiving free education. She said that the same time put pressure on committing the children to the school and the parents to the school.

And more and more going to be faced with the cost of the uniforms, she said.

Miss Lester said that the Government was beginning to take a more flexible approach to the jurisdiction over schools.

Strike threat over a stall

Hundreds of London teachers will be called out on strike if the National Association of Schoolmasters are not given a stall at a reception for new students at Goldsmiths College, London.

Mr Nigel de Gruchy, an NAS executive member for Inner London, threatened the students' union at the college with a walkout at every school where Goldsmiths' students are on teaching practice. He is annoyed that the NAS were not invited to take part in a freshers' fair where students are signed up for rugby and football teams, social and political groups and teachers' unions.

Mr de Gruchy gave the students a nine-day ultimatum which expired on Monday. Unless he was informed that cooperation was going to become mutual, "I shall have no option other than to instruct my members to refuse to work in any school where members of your union appear," he told Mr Richard Lerg, students' union president.

Mr Lerg commented: "His action does seem rather precipitate."

Mr de Gruchy gave the students a nine-day ultimatum which expired on Monday. Unless he was informed that cooperation was going to become mutual, "I shall have no option other than to instruct my members to refuse to work in any school where members of your union appear," he told Mr Richard Lerg, students' union president.

Mr Lerg commented: "His action does seem rather precipitate."

Vaccination urged for immigrants

Children born into immigrant communities, especially those with parents from Pakistan, Bangladesh, India and Africa, should be vaccinated against tuberculosis at birth. Those coming into the country should be offered vaccination as soon as possible.

A Medical Research Council sub-committee have recommended these measures after a recent survey of the use of the vaccine in Britain. They say there is a very high incidence of TB in immigrant populations.

The proportion of children of British origin who get TB by the age of 13 is halving every five years. But routine vaccination should continue for the time being, the committee say.

Stigma on the handicapped

Handicapped children in the North are being stigmatized by the use of the word "handicapped" in the name of the National Deaf Children's Society, said a UNICEF spokesman this week.

Disabled children, he said, become a special group in society and a stigma is placed on them. He said that the word "handicapped" is a stigma.

Mr de Gruchy gave the students a nine-day ultimatum which expired on Monday. Unless he was informed that cooperation was going to become mutual, "I shall have no option other than to instruct my members to refuse to work in any school where members of your union appear," he told Mr Richard Lerg, students' union president.

Mr Lerg commented: "His action does seem rather precipitate."

Mr de Gruchy gave the students a nine-day ultimatum which expired on Monday. Unless he was informed that cooperation was going to become mutual, "I shall have no option other than to instruct my members to refuse to work in any school where members of your union appear," he told Mr Richard Lerg, students' union president.

Mr Lerg commented: "His action does seem rather precipitate."

Cutback blamed for truancy

Kingston, the London borough which has refused to accept the town's direct grant primary school where it goes to school, is blamed for the economic crisis and the cutback in the school's budget. Kingston will not accept the school because it is a direct grant school.

A Medical Research Council sub-committee have recommended these measures after a recent survey of the use of the vaccine in Britain. They say there is a very high incidence of TB in immigrant populations.

The proportion of children of British origin who get TB by the age of 13 is halving every five years. But routine vaccination should continue for the time being, the committee say.

People

...bustling march...
...with their parents...
...last week...
...the decision of...
...to close...
...primary "bussing"...
...to the...
...of the town.

...information centre...
...has been opened...
...under the aus...
...of the local youth services...
...to help with personal problems...
...on leisure activities...
...25-year-olds.

...protest...
...head teachers have pro...
...the Government's de...
...on spending on educat...
...Without the f...
...primary education can give...
...an education from five...
...remedial from the start.

...eavesdroppers...
...University television pro...
...have an "eavesdropping"...
...of about a million people...
...to a BBC audience re...
...survey. This means that each...
...of the OU's 49,000 under...
...Green watches a programme...
...to his course, he could be...
...regularly by up to eight mem...
...of the general public and by...
...at least once a week.

...long planners...
...with schoolchildren are to co...
...to the borough's develop...
...through a competition for...
...Young Lambeth Planners...
...which has been donated by...
...Council Teams of children will...
...projects covering subjects...
...housing, transport, shopping and...
...recreation.

...pioneer scientist...
...the Science Museum, South Ken...
...is holding a special exhibi...
...this month to mark the cent...
...of the death of Sir Charles...
...a versatile pioneer...
...discoveries and inventions...
...in several departments. Elec...
...photographs, measuring apparatus...
...a Wheatstone bridge, and...
...generators, condensers and...
...microscopes are included.

...for disabled...
...Shropshire schoolchildren, who...
...developed their own "hover...
...and go-karts, are to be asked...
...to design a device which will ease...
...the burden of disabled people of...
...the Shropshire Associa...
...for the disabled have offered...
...for successful designs.

...People...
...Mrs Bloom, who has a...
...daughter, accused some...
...of ignoring the social...
...needs of handicapped...
...children. "Their academic...
...that they are blessed...
...personality of the child...
...Parents need help and...
...on how to look after their...
...handicapped children. Social...
...workers and teachers need...
...to join the Schools Council as...
...their first priority.

...Special school teacher...
...a child's progress depends...
...on what happens in the school...
...on the help the child gets...
...from the school.

...Cutback blamed for truancy...
...Kingston, the London borough...
...which has refused to accept...
...the town's direct grant pri...
...school where it goes to sch...
...is blamed for the economic...
...crisis and the cutback in...
...the school's budget. King...
...will not accept the school...
...because it is a direct gran...
...school.

...Fewer 'on the run'...
...The lowest truancy figure...
...Inner London primary sch...
...was recorded last year...
...survey by the Inner Lon...
...Education Authority has...
...average attendance with 91.8...
...compared with 91.8 per...
...in 1974. In secondary sch...
...average was 86.7 per ce...
...compared with 84.6 per ce...

COURSES

BISHOP LONSDALE COLLEGE OF EDUCATION DERBY

DIPLOMA IN EDUCATION

'EDUCATION 'N A MULTIRACIAL SOCIETY'

A one year full-time course will commence in September 1976. The course leading to this Nottingham University Diploma provides opportunities for teachers to investigate in depth the problems and opportunities of schools serving multiracial neighbourhoods, and to consider the implications of the multiracial society for the education of all children.

Subject to University approval, it is likely that a two-year part-time course will also commence in September 1976.

ONE TERM IN-SERVICE COURSES

One term full-time courses in

MATHEMATICS IN PRIMARY AND MIDDLE SCHOOLS

and

NURSERY EDUCATION

will be offered in the Summer and Autumn Terms 1976.

Further details and application form from the Registrar, Bishop Lonsdale College, Micklegate, Derby. Telephone Derby 54911.

EDGE HILL COLLEGE OF HIGHER EDUCATION

DIVISION OF IN-SERVICE STUDIES

COURSES FOR SERVING TEACHERS 1976-7

Full-time one-year courses leading to Diplomas of Advanced Studies in Education, University of Lancaster.

- * THE TEACHING OF READING
- * THE EDUCATION OF SLOW-LEARNING CHILDREN IN THE ORDINARY SCHOOL
- * COUNSELLING AND CAREERS WORK
- * THE TEACHING OF MATHEMATICS
- * SCHOOL SOCIAL WORK
- * THE EDUCATION OF CHILDREN IN URBAN COMMUNITIES
- * LOCAL HISTORY FOR SCHOOLS
- * RELIGIOUS EDUCATION

* May also be offered on a part-time basis.

Part-time two-year course leading to Diploma of Advanced Studies in Education, University of Lancaster.

MATHEMATICS—CLASSROOM APPLICATIONS

Applications are invited from qualified teachers who have at least three years' relevant experience and also from lecturers and advisers who wish to extend their studies in these fields.

Full-time one year course leading to Advanced Certificates of University of Lancaster.

DESIGN AND CRAFT EDUCATION
MUSIC IN PRIMARY EDUCATION

Part-time two-year courses leading to Advanced Certificates of University of Lancaster.

SCHOOL LIBRARY RESOURCE CENTRES: THEIR DEVELOPMENT AND USE
REMEDIAL EDUCATION

THE EDUCATION OF GIFTED AND TALENTED CHILDREN
TEACHING OF RELIGION IN SCHOOLS
APPLIED SCIENCE AND TECHNOLOGY FOR SCHOOLS

Full-time one-term courses leading to College Certificates of Advanced Study.

THE EDUCATION OF THE UNDER FIVES
ENVIRONMENTAL STUDIES
GUIDANCE IN THE SECONDARY SCHOOL
CREATIVE MUSIC

Part-time one-year courses leading to College Certificates of Advanced Study.

MATHEMATICS (TEACHING)

ART AND DESIGN

MOVEMENT IN THE PRIMARY SCHOOL

MUSIC—SKILLS FOR PRIMARY EDUCATION

Courses commence in September 1976 with the following exceptions. One-term courses will operate in the Summer Term and Remedial Education and The Education of Gifted and Talented Children will commence in January, 1976.

Further information may be obtained from

The Secretary

Division of In-Service Studies,

Edge Hill College of Higher Education,

Ormskirk, Lancashire.

THE ASSOCIATION FOR RELIGIOUS EDUCATION Religious Education Conference SAT. 1ST NOVEMBER

"BEYOND BELIEF"—A discussion conference on the contents of RE in the light of social progress. Communism? Humanism? World Religions? Drugs? Culture? Moral Teaching? Social Education?—even, Christianity?

at UNIVERSITY OF LONDON INSTITUTE OF EDUCATION,

MALET STREET, LONDON, W.C.1

(near the British Museum)

Conference 11.00-2.45 (college 10.30 a.m.) Cost £1.00. A.G.M. 2.45-3.45

ARE SECRETARY, MAPLEWOOD HOUSE, BOUNSTONE ROAD, ROWLSBOE, FARNHAM, SURREY GU10 4AT (Tel. Farnham 2282)

EXPERT HOME TUITION FOR

G.C.E.

and professional examinations (Accountancy, Banking, Civil Service, Law, Local Government, Marketing, Secretaryship, Teachers' Refresher Courses)

Our versatile methods of home-study have brought over 240,000 examination successes, many first places. As every course is complete in itself no textbooks are required.

FREE 100-PAGE BOOK

Send now for a free copy of "Your Career", packed with vital facts on a successful career.

DEPT. H7A, THE LANCET, 100, LONDON SW1P 5HS. Tel. 01-947 7272

24-hour Recording Service—01-946 1192

(Inquiries only)

Accredited by The Council for the Accreditation of Correspondence Colleges

UNIVERSITY OF BIRMINGHAM

BPHIL (EDUCATION)

DEGREE IN ENGLISH

or MATHEMATICS

or SCIENCE

One year full-time

course for experienced

teachers with or with-

out a first degree.

Details from W. Curr

(Ref. 76D), School of

Education.

COURSES IN OUTDOOR EDUCATION FOR ADULTS OR CHILDREN

LOCH EIL CENTRE

ACHANPHELL FORT WILLIAM, INVERNESS-SHIRE

RYA-CALLING SCHOOL

BMCP Mountaineering Centre

ART

One year full-time supplementary course in ART 1976-77.

This course is recognized by the

Department of Education and Science.

See programme of Long Courses for

Qualified Teachers.

For Course Brochure write

to The Course Director, Art Department,

Sittingbourne College of Education,

Sittingbourne, Kent.

To teach in the Army, a first class degree may not be enough.

Your academic qualifications may suggest that you'll be a good teacher.

But your degree is no proof that you'll make a good officer.

And as far as we're concerned, that's what really matters, especially as you'll have to gain the respect of a tough bunch of soldiers.

Although you'll seldom be expected to lead them into action, the Army must be sure you have the capabilities to do so. Obviously, you'll have to be trained, which means six months at Sandhurst, covering a course identical to that of an Infantry Officer.

After Sandhurst you'll be commissioned as a Lieutenant in the Royal Army Educational Corps.

To begin with you will earn between £3,413 and £4,121 (depending on your qualifications and experience). Incidentally, if you decide to leave after three years, you will get a tax-free gratuity of £1,395.

Apart from teaching officers and soldiers you'll also be learning yourself, because the R.A.E.C. encourages and gives you every opportunity to

continue your studies, which could include a postgraduate year at a university. University Cadetships may be available for those on first degree and postgraduate certificate of education courses. Similar opportunities also exist for women graduates.

And the chances are you could spend some time abroad.

You must be medically fit and under 29, and preferably a graduate with a postgraduate qualification in education or other relevant discipline.

Naturally, you'll want to give the matter a great deal of thought.

To help you, we can arrange for you to talk with some R.A.E.C. Officers and to pay a three day visit to our headquarters, or spend a day at an Army Education Centre in your vicinity.

The first step though, is to write giving brief details to Major O. J. Massey LLB, R.A.E.C., Ministry of Defence (Dept. NS), Empress State Building, Lillie Road, SW6 1TR.

Army Officer



COURSES

UNIVERSITY OF EXETER
SCHOOL OF EDUCATIONRemedial and
Special Education

Applications are invited from both graduate and non-graduate teachers with not less than three years' qualified experience for the one-year full-time course leading to the advanced Diploma in Education (Remedial and Special Education) which is offered by the School of Education. The course is designed for those who hold or seek teaching and advisory posts in these fields.

LEA teachers are eligible for secondment on full salary. Other teachers may be eligible for grant from Local Authorities.

Full details are available from the University of Exeter School of Education, Gandy Street, Exeter EX4 3LZ.

UNIVERSITY OF LEICESTER
SCHOOL OF EDUCATION

The University of Leicester School of Education offers four separate and distinct full-time degree courses leading to the award of the M.A. (Education):

- (1) SOCIOLOGY OF EDUCATION AND MASS COMMUNICATIONS
- (2) HISTORY OF EDUCATION
- (3) PSYCHOLOGY OF EDUCATION
- (4) PHILOSOPHY OF EDUCATION

The School of Education, in conjunction with the University Centre for Mass Communication Research and the Department of the History of Science, invites applications from suitably qualified candidates for each of these separate taught degrees. Each course is for one calendar year, beginning in October 1976, and assessment is by written examination and dissertation.

Full details and application forms can be obtained from:

Secretary to M.A. (Education) Courses
University of Leicester School of Education
21 University Road, Leicester LE1 7RF

PLEASE STATE CLEARLY FOR WHICH COURSE DETAILS ARE REQUESTED

St. Paul's
College of Education
Rugby

THE TEACHING
OF READING

(course for experienced teachers)

Applications are invited from serving teachers for this one-year, full-time course commencing in September, 1976, which leads to the University of Leicester's Diploma in Educational Studies.

Full details and application forms may be obtained from the Registrar, St. Paul's College of Education, Newbold Road, Rugby, to whom completed forms should be returned as soon as possible, but certainly not later than 31st March, 1976.

In addition the College also offers an In-service B.Ed Honours Degree.

UNIVERSITY OF SOUTHAMPTON
DEPARTMENT OF EDUCATION

COURSES OF ADVANCED STUDY, 1976-77

Applications are invited for the following one-year, full-time courses beginning in September, 1976.

M.A. (Ed.): Curriculum Studies
Educational Research and Innovation
M.Sc. (Ed.): Biological Education
Chemical Education
Physical Education

Diploma: The Education of Educationally Disadvantaged Children
M.Sc. (Ed.): Courses are offered jointly with the appropriate science department. Further particulars from: Mr. R. Douch, Department of Education, The University, Southampton SO9 4HT. Please quote Ref. 2.

Republic of Ireland

Fears grow over future
of school broadcasting

from our correspondent

DUBLIN Urgent negotiations are in progress between Radio Telefís Éireann and the Department of Education in an effort to avert a major cutback in television schools programmes for the coming year and an indefinite postponement of the inauguration of Schools Radio.

Financial stringency is the main factor in the crisis, which may eventually force the Department of Education to cut back on the way in which educational programmes broadcast by RTE are financed.

Secondary schools throughout the country have only just received details of the RTE Schools programme for the next year, a month after the beginning of the winter term and too late, in many cases, for suitable timetabling of classes.

The delay in issuing the schedule is also directly related to the uncertainty of financing. RTE did not know until comparatively recently whether its annual subvention from the Department of Education would be large enough to allow them to make any new series of programmes for the current school year.

The money that has now been sanctioned by the Department of Education will apparently do no more than pay for repeats of earlier programmes, so that—with one exception—there will be no new RTE Schools programmes in the current year.

The exception is a series of programmes on careers which was at a relatively advanced stage of preparation when the axe fell, and whose completion may have to be financed out of RTE funds.

Guidance teachers in particular will be anxious for such a series in a year when school-leaver unemployment is likely to be of depressing proportions.

For primary teachers, however, the news that Radio Scile may suffer an indefinite postponement is infinitely more serious. Launched in the form of a pilot series of programmes in Gaeltacht areas this

spring, the initial programmes and ancillary material have apparently proved themselves highly successful. In some quarters, they are being seen as potentially the greatest revolution in primary education since the introduction of the new curriculum—and as an indispensable adjunct to the new curriculum itself.

Radio Scile is also cheap: a useful service at a minimal level could, it is thought, be provided for about 50 pence per child per year—about the same amount that is spent on chalk.

The financial cutbacks which have affected all Government departments, however, have now set a major revision mark against the development of this promising project.

One of the problems is that any postponement could be for a period of longer than a year: if no money is provided for Radio Scile in the Estimates for next year, no money can legally be spent on preparing the programmes and ancillary material which ought to be going out to the schools in 1977.

Under these circumstances, and assuming that some money was found for Radio Scile in the 1977 Estimates, it is highly unlikely that the programmes would reach the air before 1978.

At the core of the problem is the arrangement for funding schools' broadcasting which has been in force since the foundation of RTE in 1963. At that time the then Minister for Posts and Telegraphs, Mr. Hillford, decreed that revenue to pay for schools' broadcasting should come from the Department of Education. In return for this, the Department of Education has—

understandably—exercised a major influence over programming. The education department of RTE, insofar as it deals with schools' broadcasting, is a self-contained unit which therefore does not cost the Authority any money to run. The events of the past few months, however, have pointed up the weakness of this arrangement.

United States

Refugee poser:
who pays?

from Thomas Cahill

NEW YORK This autumn tens of thousands of Vietnamese refugee children entered American schools, and there is growing controversy as to who will foot the bill for their special educational needs.

While the children have already shown themselves markedly superior to their American counterparts in mathematical aptitude and infinitely more deferential towards their teachers, the schools find they must provide a variety of special services if the children are to negotiate the obstacles of the English language and American civilization.

President Ford has promised federal grants of \$300 million to each education authority for the first 100 Indo-Chinese refugee students it receives, and \$600 per student thereafter. The programme would cover one year, and it is estimated that it would cost \$815m. But not a penny has yet been paid, and in any case many educationists and politicians consider the President's proposal to be woefully inadequate, especially when many education authorities have been pushed to the brink by inflation.

Alan Cranston and John V. Tunney, the two senators from California—a state that has received over 20 per cent of the 137,000 refugees who have been resettled so far—have introduced a Bill that would reimburse the schools for the full cost of educating the refugee children.

"I do not intend to sit idly by and watch as the Federal Government shifts a burden for which it is primarily responsible on to hard-pressed state and local school systems," said Senator Tunney. A DoHocrat. His Bill, which would provide \$125m over a two-year period, is opposed by Mr Ford.

Italy

Major building
programme
in jeopardy

from Dalbert Hall

A cry of alarm for the future of Italy's ambitious five-year school building programme has been launched by the Cirielli, director of Education at the Ministry of Education, in an article published in the Milan daily *Corriere della Sera*. He suggested that the first three years cannot be completed by the end of 1977, and that the projected schools will not be ready to receive pupils until the end of 1978.

The creation of schools is the last phase in the process of educational reform. It is a very difficult task, and it is very difficult to finance. It is very difficult to find the money to build the schools, and it is very difficult to find the money to run them.

The reform gave the governments responsibility for financing the schools. It is a very difficult task, and it is very difficult to finance. It is very difficult to find the money to build the schools, and it is very difficult to find the money to run them.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

These representatives are regularly to discuss the needs of the district, and they are regularly to discuss the needs of the district. They are regularly to discuss the needs of the district, and they are regularly to discuss the needs of the district.

One of the most important of the school districts is the school districts. They are the school districts, and they are the school districts. They are the school districts, and they are the school districts.

But, although Italy's governments should have submitted detailed plans for the school districts, they have not submitted detailed plans for the school districts. They have not submitted detailed plans for the school districts, and they have not submitted detailed plans for the school districts.

Minister, an estimated 100,000 pupils lack adequate schooling, and a delay in the building programme at all could contribute to the future. For if the money is spent as soon as possible, the buildings will be ready to receive pupils by the end of 1977.

In practical terms this means that Italy's builders will have to build the schools by the end of 1977. They will have to build the schools by the end of 1977, and they will have to build the schools by the end of 1977.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

Germany

Long-distance
university

from Dalbert Hall

Germany's first correspondence university, the Fernuniversität, opened in Hagen in North Rhine-Westphalia, with a staff of 65 professors and a staff of 1,255 students who are studying either mathematics, physics or education.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

The school districts are being elected by the local people, and they are being elected by the local people. They are being elected by the local people, and they are being elected by the local people.

Spain

Education gets
14% of Budget

from William Chislett

MADRID More than £1,000m will be spent on education next year according to the Budget figures for 1976. Most of the money will go to state education, but £120m will be allocated to subsidies to private schools. The education spending represents 14 per cent of the total Budget.

At the same time as the Government announced the Budget in private school fees.

Many of the state institutes closed last week in Madrid, only a week after starting classes. The reason for the closure was that the Association of Institute Teachers has refused to comply with an urgent directive from the Ministry of Education ordering an immediate reduction in the number of contracted teachers.

Most teachers are contracted and so do not have secure jobs with tenure until they pass the state examinations which give them civil servant status. They say the Ministry of Education is not justified because of the large sums of money going to subsidize private schools. Talks are continuing between the two sides.

Sweden

Government stresses day-care
and jobs for the young

from Mike Duckenfield

STOCKHOLM Plans to rapidly expand the number of places in day-care and after-school centres, improve job prospects for school-leavers and reform teaching methods were among those outlined for future Government action by the Prime Minister, Mr. Olof Palme, at last week's opening of Parliament.

Introducing the proposed legislative programme for the coming session, the last before next autumn's general election, Mr. Palme said the Government intended to provide 100,000 new day-care and 50,000 new after-school places as part of a five-year expansion plan.

Day-care centres would become a statutory municipal responsibility and local authorities would be required to carry out the expansion, which will be largely financed from employers' contributions. To cover the increase in training places for childcare staff and pre-school teachers, and grants will be raised to aid buildings programmes.

Referring to the economic climate, the recession in international trade and consequent heavy

decline in demand for Swedish exports, Mr. Palme said this year's balance of payments deficit would probably be around 9,000m Skr (£1,000m) and would severely limit the Government's freedom to introduce new reforms.

Among the education reforms which will go ahead are the SIA proposals to integrate schools into the community and abolish traditional classes in favour of work units and team teaching. The Government is also planning to invite the unions to discuss the practical problems of introducing a six-hour working day for the parents of small children.

Although domestic demand was expected to continue at much the same rate as this year, unemployment had been rising in the past few months and vacancies had shrunk by almost 24 per cent during the last year, said Mr. Palme. School-leavers.

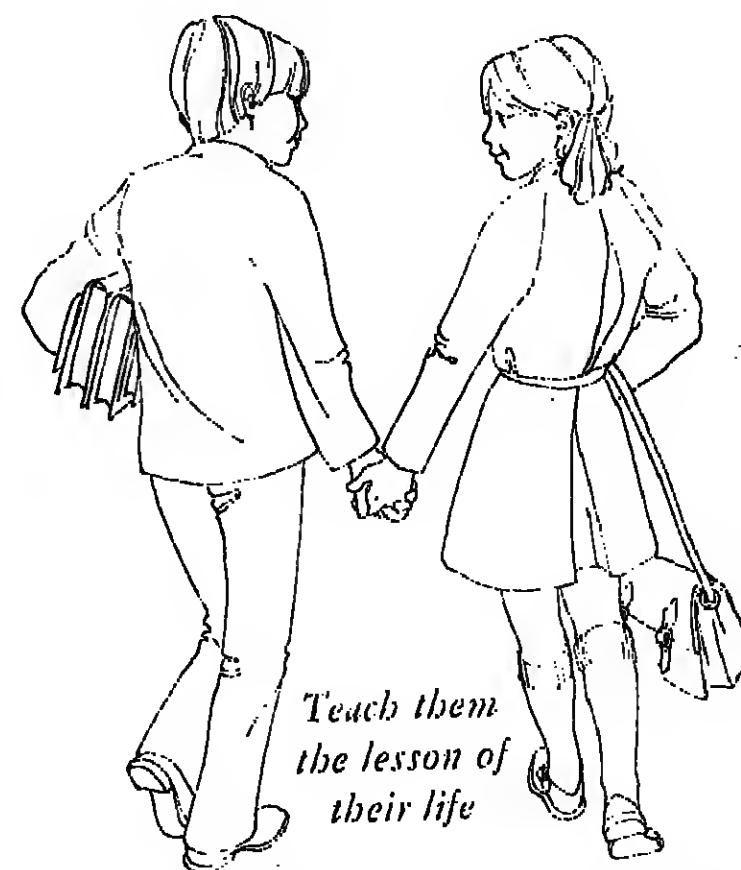
Last month the number of jobs expected to continue at much the same rate as this year, unemployment had been rising in the past few months and vacancies had shrunk by almost 24 per cent during the last year, said Mr. Palme. School-leavers.



Prime Minister Palme: limited freedom.

This will include 5,000 to 6,000 new trainee posts in the public sector and the appointment of 50 more youth employment officers. Training grants for youngsters taking part in the National Labour Market Board courses are to increase by around 17 per cent in 1976.

In addition, the Government will encourage local authorities to send staff on in-service courses by offering grants to cover 75 per cent of the wage bill if they take a temporary replacement under the age of 25.

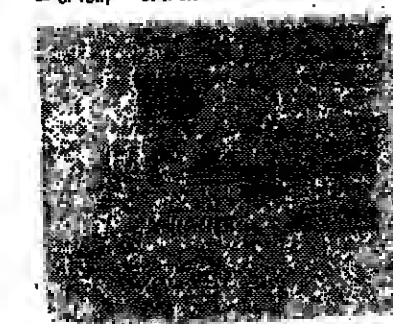


MAN IN HIS ENVIRONMENT

Man in His Environment, a 30" x 45" wall-mounted map, is a geographical area containing forests, rivers, and a small urban development. The map also contains a "Project" such as an Airport, a Motorway and a Shopping Centre. Each Project has a description of its location and its impact on the environment. The map is divided into 100 squares, each of which is a 10" x 10" square. The map is a wall-mounted map, and it is a 30" x 45" wall-mounted map.

Through debate controlled by the teacher the class decides whether or not to introduce each Project. If it is approved, the Project is placed on the map and the class decides on the next Project.

As each place is in turn either placed on the board or rejected, children can see the wisdom — or folly — of their decisions.



Children learn about life as they grow. The very foundations of the home and the schoolroom give way to the demands of the complex world outside. While this process is normal it is also fraught with uncertainty and confusion. To help children understand and adjust to the changing and the wider environment, we have produced these two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

These editions are available in two editions.

YOU AND YOUR COMMUNITY

You and Your Community is an English new edition and it consists of a series of 100 illustrations involving pupils with many aspects of the national and local environment, helping them to understand some of the responsibilities in the planning of services, developments and other projects essential to the present day needs of our community.

The four 15 minute films are titled: Homes, Travel, Work, and Leisure. Full teaching notes and lists of the supplementary are included.

This original teaching kit was devised for the age range 8-13 years, but can also be of value to older pupils.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

Both YOU AND YOUR COMMUNITY and MAN IN HIS ENVIRONMENT are offered at attractive subsidised prices.

COURSES

CAMBRIDGE INSTITUTE OF EDUCATION
POLITICAL EDUCATION
IN THEORY AND IN PRACTICE
University of Essex, January 24, 1976

Course Director: Alex Porter, Curriculum Development Officer, "A Project for Political Education" Chairman, Professor Bernard Crick. The course is designed for teachers of various subjects in the 14-18 age range. The intention will be to consider the aims and objectives of Political Education and to develop a range of teaching methods to meet these aims. The course will be held at the University of Essex, January 24, 1976. The course is designed for teachers of various subjects in the 14-18 age range. The intention will be to consider the aims and objectives of Political Education and to develop a range of teaching methods to meet these aims. The course will be held at the University of Essex, January 24, 1976.

Others' rights

Others' rights, whether married or not, may not be for these reasons. Others' rights, whether married or not, may not be for these reasons.

Others' rights, whether married or not, may not be for these reasons. Others' rights, whether married or not, may not be for these reasons.

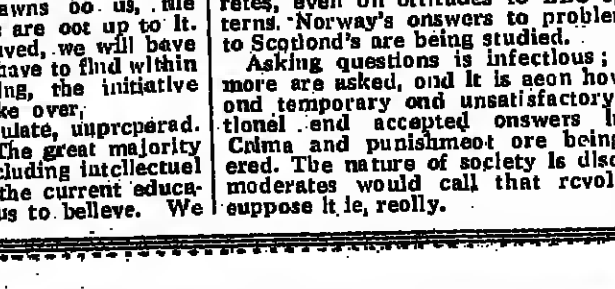
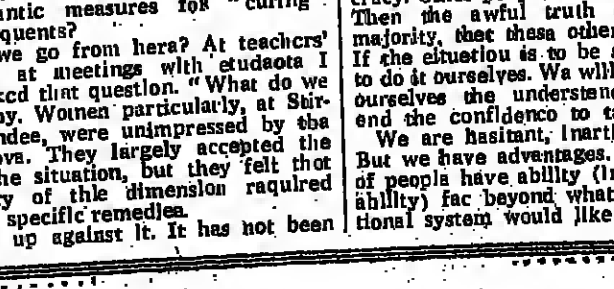
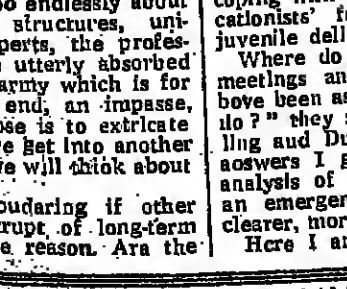
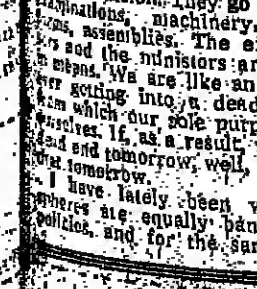
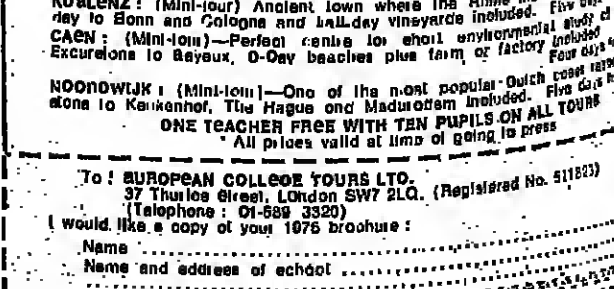
Others' rights, whether married or not, may not be for these reasons. Others' rights, whether married or not, may not be for these reasons.

Others' rights, whether married or not, may not be for these reasons. Others' rights, whether married or not, may not be for these reasons.

Others' rights, whether married or not, may not be for these reasons. Others' rights, whether married or not, may not be for these reasons.



Dundee University is to make its sports grounds, halls and swimming pools available to schools during vacation as well as term-time following a series of exercises designed to introduce new sports to schools. Squash and water polo courses figured in the exercises in which six schools took part. These were Kirkton High School, Craigie High School, Harris Academy, Grove Academy, Dundee High School and Monziehall High School.



politicians' make-do-and-mend devices for coping with inflation comparable to the educationists' frantic measures for "curing" juvenile delinquents?

Where do we go from here? At teachers' meetings and at meetings with students I have been asked that question: "What do we do?" they say. Women unimpressed by the lying and Dundee, were largely accepted the answers I gave. They were largely accepted the answers of the situation, but they felt that an emergency of this dimension required clearer, more specific remedies.

Here I am up against it. It has not been

the function of our educational system to teach us how to give the kiss of life to a cadaver. Older people looked after themselves. Then the awful truth dawned on the majority, that these others are not. If the situation is to be saved, we have to do it ourselves. We will have to find ourselves the understanding, the confidence and the confidence to take over.

We are hesitant, inarticulate, un- But we have advantages. The great of people have ability (including in ability) far beyond what the current educational system would like us to believe.

te, and the
to Scodnon's
being studied.
Asking questions is infectious; more
more are asked, and it is soon how
and temporary and unsatisfactory the
thel and accepted answers have
Calm and punishment are being re-
tered. The nature of society is discusse
moderates would call that revolution
suppose it is, really.

156

22

From the students' point of view, the close links between course and school avoid the feeling that school practice is something which you get over quickly and then forget, as it has nothing to do with teaching. When you have the kind of close contact we have with the Goldsmiths' tutors, we're all working together and the students see that we have a common pattern, that we believe in the same kind of philosophy. This gives them stability, they know where they are, everybody speaks with the same voice.

A head teacher

My class teacher was encouraging, always supportive and enthusiastic, and sometimes critical, which was good. I learnt many things from her, particularly about organization. She was more practical than I was, because I didn't want them to waste their time clanking up. I'd rather clear up myself because I wanted them to be doing the work, whereas they do learn something from clearing up. I know that now.

A student

Once one gets away from books, it puts so much more emphasis on the teacher's personality. I can remember having suspicions that I might not have a right sort of personality. I find it difficult not to shout where there is a high noise level. I'm always a bit jumpy, and aware of things, the periphery of my vision, or slightly irritating noises. It's not good for the kids and it's not good for me. Next year what's needed is calmness and quiet control. It worries me. I'm sure that being aware of it must help, and eventually I'll be able to change.

A student

23

I personally wouldn't say to a student 'That is wrong—don't do that'. I would say 'I can see that, why did you do it in that way, and what are your reasons, would it have been better to do it this way?' I've thought on occasions that children or students—were doing things which were as far removed as possible from what they were supposed to be doing, or they thought they were doing, but when you actually asked them why, they'd got perfectly good reasons for it. To barge in and say 'No, no, that's no good', destroys rather than creates an attitude of confidence.

A tutor

There isn't an easy transition from the university to the primary school. You need to slough off a few layers and sort out which things belong, and lots of what we did at university doesn't belong anywhere in the primary school. To come in simply with those ideas and preoccupations is meaningless to the people in the school.

A student

All very well in practice

In any staffroom you can find teachers or probationers who feel that their training left them ill-prepared for the practical tasks of teaching. Any more relevantly practical course deserves attention, particularly if its students earn a reputation among subsequent employers for commitment, competence and responsiveness to individual children. This is the one-year course at Goldsmiths' College, London, which prepares about 120 graduates a year specifically for primary teaching, and has evolved over a decade its own distinctive philosophy and practice. Like the primary education it emulates, the course is teaching individuals, not subjects.

The guiding principle is that students should be taught in the way—the tutors hope—they will then teach children. What influences students most—and what they will reflect in their own teaching—is not what they might learn in lectures or books, but how they learn: the course's organization, their tutors' attitudes, their total experience of the course and the philosophy it communicates.

The course starts as it means to go on, with an intense fortnight to schools. All students are warned at their interviews that it will be tough both physically and psychologically. They immediately confront the need to relate to children and take responsibility for others—fundamental realities of teaching for which their previous academic training (or any extension of it) is no preparation.

Students on other courses sometimes start with a period in schools, but only observing. Tutors on the Goldsmiths' course believe that students need more experience before they know what to look for, or can usefully apply observations to their own practice. So they are thrown in the water straight away, though not at the deep end.

Each group of 20 students takes over a classroom with their own tutor (with whom they will spend much of their year, like a primary class with its teacher). Each student has two or three children whom she—or sometimes he—must guide through some small-scale activity: a sequence of number, or drawing and writing about mounds, for instance.

Throughout the course the emphasis—for children and students—is on the small-scale that can be precisely observed from direct experience, on small steps that can be confidently mastered to encourage future progress. If students were faced with a whole class too soon they might become the defeated, or adopt strategies for survival at the expense of developing their own ideas, or individual children.

As one student confirms: "The thought at the beginning of having to deal with a whole class would just end in nervous breakdown, rather than in anything constructive at all." So tutors encourage students to continue mastering their technique with small groups well into the spring term. Though some teachers regard this as conceiving of only pupils the "intensity of vision" with which an academic can treat every member of a class as an individual and yet organize a classroom with the most difficult children.

Apart from their first fortnight and two normal block practices in Spring and Summer, students also spend 11 days each week in school—an afternoon working with their group and tutor in one school, and Friday dispersed to other schools to work with class teachers. Most will have experience of at least six schools by the end of the year. They can compare schools' differing problems, or their differing responses to the same problems.



Goldsmiths' Plowden Floor, the course's base designed to re-create this working atmosphere of a primary school.

If a student is thinking in one school—under difficulties with children, teacher, or his chances to start afresh on a better footing.

Tutors have, over many years, carefully nurtured the relationships of this school-based course with its practice schools—mostly from the college's normal geographical allocation. Teachers are encouraged to trust tutors, not as superior ironmasters above the fray, but as colleagues prepared to help alongside them in school.

Teachers are encouraged to participate in the students' education, giving them valuable help in school and coming into college for regular informal evening "workshops", much valued by students and teachers alike. As hefts a school-based source, at least one tutor each year is a seconded teacher, and heads have sometimes joined in interviewing for the course.

Seminars in college are organized around students' own experiences in school, rather than around the normal academic subjects, and are virtually all supervised by the department's own six tutors. Theory has a place, as

the course's founding director, Leonard Marsh, explains, not as some kind of "pier-faction" removed from practice, but as "the process of contemplation and reflection on the student's own activity, and the activity of others, in the enterprise of teaching."

Such reflection is promoted through seminars, and through the journals which students keep as an essential element in their course. As one student put it: "The course is trying to teach us to teach ourselves to teach."

The tutors must decide when practical advice is essential, and when it is better to wait and help students to reach solutions for themselves. Though the success varies with tutor and students, most students respect their tutors' advice. But they are thankful that tutors do not normally impose views. "The terrible idea of taking notes and regurgitating someone else's views is completely out."

The only lectures come from visiting speakers, who are chosen for their wisdom and ability to communicate their practical experience. "You don't find a lot of people pontificating about things unless they are headmasters and know what they are talking about."

The course's working area is a flat, top floor known as the Plowden Floor, specially designed to resemble the milieu of many primary classrooms. It is a wide range of accessible spaces, including bookshelves, a wide range of accessible spaces, including bookshelves, a wide range of accessible spaces, including bookshelves.

Students spend much time on the Plowden Floor in craft workshops, creating a wide range of accessible spaces, including bookshelves, a wide range of accessible spaces, including bookshelves.

It does a great deal for you when you begin to see just how

Christopher Griffin-Beale spent a year observing and talking to students, tutors, teachers and others involved in the postgraduate primary course at Goldsmiths' College, London. Drawing on his report 'The Making of a Teacher' which is published this week, describes here the purpose and the impact of a course which aims to teach individuals rather than subjects



Elsewhere on the Plowden Floor, students talk through their school experiences with Don Skinner, a group tutor.

It's fantastic, the creativity I never had. The revolution is shared by many students who had dismissed themselves as hopeless. Even those with more evident ability than I had been pressured to neglect it in boys which can be separated from their more academic talents. Not treated as one large space, but as a model to students for arranging their working units.

This environment not only allows for a more informal relationship between tutor and student, but also encourages a more relaxed attitude towards learning. The students are encouraged to take ownership of their learning and to work at their own pace.

The students are encouraged to take ownership of their learning and to work at their own pace.

special attention in turn through the year to writing, reading and maths. Special maths and reading conferences create an impetus for subsequent work in schools, college seminars and informal workshops. After the maths conference groups of students are to lull in corners of the Plowden Floor, engaged in mathematical games or with apparatus they themselves had been encouraged to rearrange—apparatus that the college's teaching aids workshop.

These "conferences" are just one example of the "intensive patches of experience" which the course arranges, stimulating enthusiasm through their very concentration. Every Easter vacation a group of students spends a week at a student residence in Greenwich, each looking after two or three country children, exploring Greenwich and the city, and encouraging the children to respond to their experiences, whether in conversation, words or drawings.

The students are encouraged to take ownership of their learning and to work at their own pace.

the implications of these judgments by tutors.

Question marks also hover over the course's values and omissions—notably its attitude to reading. Although students are briefed about reading schemes, the tutors believe the emphasis should not be on stimulating the desire to read and integrating it with other classroom activities. So students experiment with "reading without a reading scheme": children compare and illustrate their own books which others can read.

The course may believe that reading should not become an obsessive concern, and yet it is this in many schools where students will teach. Should the course do more, or would it be betraying one of its central tenets?

There is also some controversy about the course's view of primary education as one coherent stage, which maintains the distinction between infants and juniors. Nevertheless, students opting specifically for infant teaching have some practice in infant schools and also participate to special seminars.

The course could not cover everything in one year. Instead, it strives to equip students with an impetus of faith and confidence so that they continue the process of becoming a teacher, whatever the frustrations. Students appreciate that the course is only a start: "One's training begins when one gets into the classroom, and never ends."

One aspect of students' enthusiasm for the course is most striking. They have gained professional confidence but also—paradoxically for a course so determinedly practical and professional—many claim that it has far more influence on their total approach to life than their earlier academic courses.

One of the students said: "In the past I have always been pushing my own individuality. To foster other people's individuality is something I found very difficult in the initial stages. Ultimately this approach is a much more rewarding experience than merely pursuing one's own interests. You find yourself, while the child is finding themselves. It is a process of mutual discovery."

Another student said: "I think this year has taught me more about me than anything. We've had more personal battles with our own characters this year than ever before."

Can this course's distinctive practices be transferred elsewhere? Much depends on the attitudes of tutors and principals. Moreover, this course is specifically consecutive, for graduates and for primary education.

There is, however, one pointer for the future. Leonard Marsh, now principal at Bishop Grosseteste College, Lincoln, is transplanting many of the course's essential features, including the tutorial systems and the specially designed environment, into a new third-year professional year for all his students, who are non-graduates preparing to teach all ages of children.

It may hardly seem a propitious time for publication of a report of the course. Colleges are disoriented by imposed mergers and unit structures, while economic crisis and a falling birth-rate guarantee a continuing contraction in teacher education. Arguably, however, there is now all the greater need to examine the quality of education that the diminishing number of students will receive, and to sustain the faith of all those who respond to the philosophy which this course embodies.

'The Making of a Teacher' is available from Bishop Grosseteste College, Lincoln (£1.25).

14011001106

Michael Church talks to the winners of this year's TES Information Book Awards.
Geraldine Lux Flanagan and Sean Morris, authors of *Window into a Nest* (Kestrel Books),
and Ralph Whitlock, author of *Spiders* (Priory Press)

Birds of a feather

It all began when Niku Tinbergen suggested that a glass-backed nesting box might present an interesting subject for a film. Sean Morris and Geraldine Lux Flanagan set to work and 2,000 photographs, many notebooks and several months of diary (and sometimes night-long vigil later they emerged with the ingredients for what turned out, in the first place, to be a remarkable book.

They developed a healthy respect for the unwitting actors in their diminutive theatre. "One couldn't help but relate to them," says Sean Morris. "They managed to adapt to some pretty strange goings on." As his photography progressed and as, for example, he nailed a wren to the inside of the box, the setting became "very un-nest-box like", yet the mating and breeding went on. "In the end the birds became immune to us. If for some reason we wanted to stop them getting into the box, we had more or less to stand with a hand over the hole."

Indeed, the blue tits' sterling moral qualities positively presented problems for Geraldine Flanagan. While she was at pains not to give the impression that natural selection loomed as starkly for human as for other young, she also saw the converse danger. "These are super

parents—which child has such devoted and self-denying parents of its own?"

With two much-praised popular science books already under her belt, she is fascinated by the whole question of presenting non-fiction to children. Deploping the customary division between arts and science, fact and fiction, she spends a lot of time in schools and libraries—watching, listening and trying things out. "If you are writing for a lay readership, she says, language and content 'interact enormously'. She types 'out loud'. (Her publishers assure me with affectionate ruefulness that she fights over the placing of every comma, the tense of every verb.) And in the case of this particular book she regarded visual presentation as being so important that she did a layout first and then wrote the text round it.

But is the book, really, based on a fluke? In some ways, yes. Sean Morris refers to their "naïve over-confidence": he would hedge his bets more next time. But though they were lucky in that the birds they observed decided to avail themselves of the proffered hospitality, this was with some encouragement. The authors took down all the conceivable appetition, so as to make their own box more attractive, and near it they kept a well stocked feeding table....

Singularly together

"Spiders are not by any means my favourite subject," says Ralph Whitlock, contentedly casting his mind back over the 30-odd books he now has to his name.

His career has had a remarkable coherence. Leaving school in the thirties Depression, he could not afford to read history at university as he had wanted, and instead went straight on to the land, ploughing by horse, milking by hand. He soon got himself taken on as local correspondent for three Wiltshire papers and then started a nature column for the *Western Gazette* which he still runs, 43 years later. "I got more reader participation with this than with anything else I have done," he says. "They write, phone, send specimens—they more or less write the column for me."

In 1946 he became farming correspondent of *The Field*—another post he still holds—and by 1950 he had established himself as a farming and nature pundit for the BBC.

Regular listeners to Children's Hour in the 1950's will certainly remember Cow-

leaze Farm, that monthly saga of everyday farming folk which was in effect the forerunner of *The Archers*. Cowleaze was Whitlock's idea and, as farmer Ralph Whitlock, he was the presiding voice on the air. He wrote and acted in numerous plays and documentaries for schools, and played question master in quizzes.

Later in the 1950's his geographical horizons expanded somewhat with his appointment as agricultural consultant to the Methodist Missionary Society, for whom he travelled in Africa, India and the Caribbean, advising hospitals, colleges, and peasant smallholders.

No longer a farmer now, he writes virtually full time. He is a systematic, fast worker, and has at present five books in the publishing pipeline, yet another Whitlock's Wildfowl will be published next week by the *Mosquitoes Press*. And at this point in his life, too, his inner horizons are expanding again. He writes rather reticently, to an ambition to follow his great literary compatriot of days gone by, and write novels about Wessex.

For the full report
by the
competition judges,
see pages

26/27



25 Progressive or permissive?

Henry Pluckrose on primary education

Education and Social Control. A study by three sociologists in Progressive Primary Education. By Rachel Sharp and Tony Green. Routledge and Paul 1975. 071008160 X. Pp. 135. 75p.

It is a study by three sociologists of three infant classrooms in a school serving a largely working-class area. The authors treat their subjects clinically. They interview and record with an eye for evaluating progressive school practice and child learning.

An academic exercise I have to say the activity was of little use to the teachers. Indeed it was a waste of time on the part of the teachers, and the children, who they present their deep misgivings remain—

the studies are essentially

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

—a study of the school itself

done Lane is accurate, the school would cause the advocate of modern progressive methods to weep with frustration rather than shout for joy. Who decided, I wonder, that Mopledene Lane was progressive? Permissive might have been a more appropriate adjective. Let us examine the evidence.

The parents with whom the head-teacher and staff have been in conflict "stare into the classroom visible from the street and exchange information and interpretations at the school gate". Excluded but for open days and general meetings, the parents remain outside—aware that the school was modern in approach but quite unaware of what the approach actually was.

The headteacher and the staff involved in the study are revealed, despite the lengthy interviews which are included in the text, as caricatures. Their personalities never really emerge. They appear to be confused about their function in the classroom, confused about the views of children, confused about the background from which their children come.

This might be an entirely accurate picture of Mopledene Lane. Mr. McIntosh, the head-teacher, is quoted as saying "I wonder if we are doing the right thing? I often have my doubts about whether these methods are suitable for these children". Mrs. Lyons, one of the teachers, saw the parents as "irresponsible, incompe-

tent and illiterate" adults who were failing to produce "troubling children". Her colleague, Mrs. Carpenter, describes the children as "thick, and those who are not thick are disturbed". Mrs. Carpenter, let it be said, doesn't actually abuse herself, as this "Interviewer: How does one notice what stage a child is at?" Mrs. Carpenter: Oh we don't really know, you can only say the stage he isn't at really, because you know when a child doesn't know but you don't really know when he knows and when they don't know. But even so you still don't know they really don't—you can't really say that they don't know can you?"

Mrs. Buchanan, the third teacher concerned, is doubtful about the efficacy of child-centred learning, but it would appear, because she cannot cope with the demands upon her, "Here you have to keep on for about five or 10 minutes to get anywhere near what you want. These examples are not really enough to cause the discerning enough to question the narrowness of the researchers' brief. To this I would add one further reservation. The description of the school itself suggests either that the researchers were suspicious of what they found out, or that their own value judgements were allowed to colour the final draft of their report.

It ought to appear, from what I have written so far, that there is

little of value in the text. But this would be grossly unfair. I would question the value of their findings but not the value of the questions which are posed throughout. Is it possible, for example, to evaluate a school in anything but academic terms? What other criteria could we use? Does the modern primary school reinforce the low status of the problem or difficult child by continually reinforcing the academic and cultural demands of a largely middle class teaching force? (The fact that middle class children have problems and working class children have brains is not really faced up to in Mopledene Lane and, therefore, rather ignored in the book.) To what extent does the progressive teacher fail because of an inability to handle the fluid situation she creates in her classroom? Is the language of modern education so rich in vagueness and generality that "child-centred" means all things to all teachers? If the meeting of home and school is to be positive and fruitful should we not allow parents to observe the learning process and to intervene when appropriate? How can the imbalance which must teachers feel towards parents best be handled and what part does the head-teacher (a figure pressured by parents, staff and the education authority) play in the resolution of tensions?

These are but a few of the fundamental questions which are

posed in *Education and Social Control* and I hope that those teachers who describe themselves as progressive are better able to answer them than those of Mopledene Lane. It is of vital importance, at a time when the assumptions of child-centred education are being questioned by parents, academics and politicians, that those who subscribe to modern primary methods appreciate that the whole process of education is a compromise, the structures need to be continually renegotiated and parameters defined, that children need to be described not only in terms of physical and emotional growth but also in terms of developing cognition.

Education and Social Control ought to be read by teachers for it will help them to examine their own practices. It deserves to be read by headteachers for it provides considerable insight into the political nature of headship. But I fear that it will be read, in the main, by those who already feel that child-centred education offers little of value to contemporary society. A pity this, for Mopledene Lane does provide a valuable basis for this belief. Were all modern schools like this, I would join the formalists tomorrow!

* The school and the teachers' names included above have been altered (as in the book itself) to make identification impossible.

RECENT ARCHAEOLOGICAL EXCAVATIONS IN EUROPE

Edited by RUPERT BRUCE-MITFORD

This major work describes the most interesting and important archaeological sites in Europe today. Chapters cover recent excavation of sites from the Neolithic up to the Medieval period. The chapter on 'The most important archaeological discoveries in European Russia' is unique in making accessible so much vital material. 94 x 74 cm, 335pp, 25 pints, 113 figures. Detailed prospectus available £12.00

FAMILIES UNDER STRESS

A Psychological Approach

TONY MANOCCHIO and WILLIAM PETITT

This is a lively study of communication within families by two leading practitioners in family therapy. They analyse the healthy and unhealthy family systems in six major plays: *The Winslow Boy*, *Riders to the Sea*, *Hamlet*, *A Long Day's Journey into Night*, *Death of a Salesman* and *A Delicate Balance*, to reveal the universal problems common to all families. £4.95

DAE YE MIN' LANGSYNE

A Poem of Games, Rhymes and Plays of Scottish Childhood Collected and Edited by

AMY STEWART FRASER

Any Stewart Fraser's *The Hills of Home* has become a classic of its kind. She calls her new venture 'A Scottish I remember book'. It is a captivating collection of personal memories of childhood from every part of Scotland. The pleasure which Mrs. Fraser's book will give to those with fond memories of childhood is immeasurable. —Cuthbert Graham, *Aberdeen Press & Journal*

Delightfully illustrated £4.50

Now available in paperback The Hugh MacDermid Anthology Poems in Scots and English Edited by Michael Grieve and Alexander Scott Open University Set Book £2.75

Routledge & Kegan Paul

Broadway House, Reading Road, Henley-on-Thames, Oxon, RG9 1EN

CAMBRIDGE SCHOOL CLASSICS PROJECT

Foundation Course

Folder V: Greek Festivals

The final folder in the Foundation Course series on Greek Civilisation. It covers a variety of topics, including the Olympic Games and athletics, the theatre, music, and religious rites. There is plenty of scope for enthusiastic pupils to develop themes in drama, art, model making, or other individual, group, or class activities. The folder can be used on its own, with others in the series, or other resource material.

Folder V £4.50
Book and Manuscript About £14.00

Already Published

- Folder I Troy and the Early Greeks
- Folder II The Gods of Mount Olympus
- Folder III Greek Religion
- Folder IV Athens, Sparta and Persia

Further information and inspection copies from

CAMBRIDGE UNIVERSITY PRESS

P.O. Box 92, London NW1 2DB

ATLAS OF MARITIME HISTORY

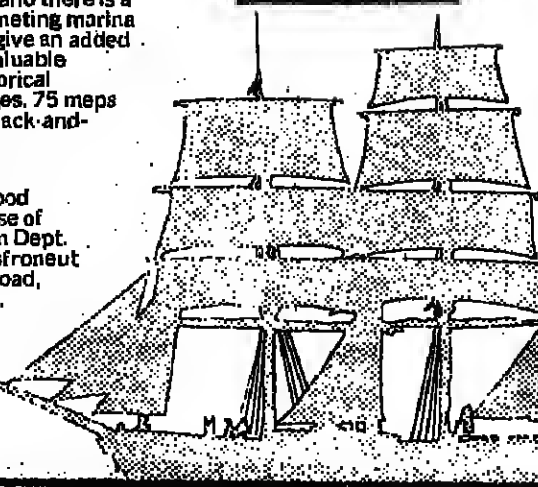
£10.00

Christopher Lloyd

Professor Lloyd's atlas is a stimulating and knowledgeable guide to the maritime history of the world. Beginning in the eastern Mediterranean in the 3rd millennium B.C., it takes us to the present day and looks forward to the most crucial phase in maritime history, when boundaries may be drawn on the oceans themselves. The maps are a perfect example of visual exposition and there is a supplement of fascinating maritime illustrations which give an added dimension to this valuable contribution to historical geography. 144 pages, 75 maps in colour and 160 black-and-white illustrations.

Available from all good booksellers or in case of difficulty direct from Dept. JB, Country Life, Ashcroft House, Hounslow Road, Feltham, Middlesex. (Price £10.75 incl. P.P.)

A Country Life Book



HARRAP BOOKS
publishers of the best bilingual dictionaries

are celebrating the sale of
ONE MILLION COPIES

of Harrap's Shorter French and English Dictionary

Commemorative leather-bound limited edition £19.50.

Standard edition £4.50

A CONCERN WITH AFRICA

Conflict and Harmony in Education in Tropical Africa. Studies in Modern Asia and Africa 10. Edited by Geoffrey Brown and Mervyn Hiskett. Allen and Unwin £8.00. 0 04 370057 8.

Education, Society and Development. New Perspectives from Kenya. Edited by David Court and Dharani Ghai. Oxford University Press £6.40. 0 19 572346 5.

Education and Research in Public Administration in Africa. By Adedapo Adedeji and Colin Baker. Hutchinson Educational £6.00. 09 119240 4.

The title indicates a concern with tropical Africa. However, the scales are firmly tipped in terms of contributions from Anglophone West Africa and Islamic Africa.

Many of the papers are purely descriptive, some of which are outstanding, for instance, L. O. Saneh's recollections of his own education is outstanding not only for what he says but also for the way he puts it across. This paper should certainly find itself in collections of literature from Africa.

Not that the old-fashioned school geography is there, nor the halfway stage of coordinates, but two interesting chapters, one on affine space and transformations, the other on projective geometry, both of which will repay the attention of the serious student. Lying between sections on linear space and transformations on the one hand, and the properties of matrices, multi-linear forms, eigenvalues and the inner product spaces on the other, they fit nicely into the general theme.

The author has developed his own first year university lecture notes and presents the whole in a careful and reasoned manner for use by students elsewhere. Well balanced and with a high regard for the argument, it has much to offer to those who care to sample its luxuries. It is supported by good sets of exercises. I. R. Vesceio

along with Cumara Lase and Chinnua Achiche.

My major reservation about this collection, however, is the lack of chapters on the education of children, conflicts which arise from the outside and imposing it on an already existing one. One of the problems in Africa today is to come to terms with the need to develop indigenous forms of education alongside imported ones which are considered essential. There are a few papers in the collection which address themselves to this problem. The question of language policy is particularly acute in the paper by Tiffen, a good account of the problem, particularly in relation to the use of English. John Cameron's paper draws attention to the fact that Nyere's definition of traditional education values is very similar to those which the colonial administrators imposed. The short paper on medical ideas in Africa by D. Stevenson only serves to what the appetite. There is little attempt to define why and how conflicts have arisen.

Collections which represent a real meaning of ideas are something different. First edited by David Court and Dharani Ghai is one of these. Most of the authors of the individual papers are or were members of staff at the Institute of Development Studies at the University of Nairobi. This book represents a kind of group-think, although the editors have wisely gone outside to find additional material. All the papers mesh together and there is a natural kind of cross-reference which is rare in collections of papers.

Another form of collection, a collection of papers within a discipline like the one by Baker. It is a composite of papers, but it is essentially informative but is essential.

This book is concerned with the training of public administrators in Africa as well as trying to provide a range of countries in Africa.

There are five papers in this collection, and they give a good idea of what the child will experience in the age of five, what sort of work he or she will attend, and what sort of work is done there.

This is a reasonably competent, unimpaired and unimpaired book suitable for primary children who know nothing about New Zealand. The first third contains a brief history of the Maori settlement of the country, the European discovery and colonisation, and the next hundred pages deal with the country as it is today. It covers the cities, government, farming, tourism, food, and culture, in a fairly superficial manner. Some of this can be excused by the need for brevity, but sections on food and tourism might have been left out in favour of a more convincing description of the arts of New Zealand. There are enough good artists working in the country to warrant a chapter about them; and such a chapter could have conveyed some idea of what it feels like to live in New Zealand. Even in the book's monochrome, a few reproductions of modern New Zealand paintings would have helped.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The work of the Institute of Development Studies at the University of Nairobi is a welcome change from the usual matter of education distribution and rural development. The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

The book is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one. It is a collection of papers, and it is a good one.

ALIVING AND FAILING IN GERMANY

Gertrud Seidmann

Life in a West German Town. By Robin Soames. Harvill £1.10. 0 245 52423 1.

The West German town is Ritzeng, which, the author tells us, is not to be found on any map—it is a distillation of anyone's favourite Kleinstadt complete with river, Fachwerkhauser, modern Siedlungen, castle, railway station, Konditorei and tram. Travel buffs can have fun trying to identify the genuine source of the photographs which adorn every page, most of them taken by the author himself to illustrate some aspect of the life of the people for this is a book setting out quite seriously to inform and instruct. Its target audience is, to judge by the style which somewhat resembles that of the first sentence of this review, the class which hovers somewhere between "German" and "German studies". Although the book is in English, the information conveyed goes well beyond that of a survival kit everyday situation courses, with diagrams of the city administration setup or a description of the medical care system, that one hopes that teachers of the more old-fashioned subject will not reject it unread on the score of its use of the mother tongue. In fact it gives a very vivid picture, and in many ways quite detailed answers, to the sort of questions the intelligent and inquisitive foreigner might be tempted to ask. Whether pupils will want to ask them, and read the answers here, is a wiser question—which throws the ball back to the teacher.

Mr Nott's introduction and notes are outstandingly good—clear, to the point and therefore helpful. They could serve as models to many editors who blindingly announce the obvious and tactfully avoid the difficult. This is the kind of book that should be set for examination. This one could usefully replace such agreeable but mediocre stuff as Henri Bosco's *Barboche*, Troyat's *Le village de la nuit* and the basically trivial plays of Anouilh which still figure in the lists. 325,000 Francs is a real reading pleasure, in partnership with a intelligent adolescent.

There are five pages of text in this book, and they give a good idea of what the child will experience in the age of five, what sort of work he or she will attend, and what sort of work is done there.

This is a reasonably competent, unimpaired and unimpaired book suitable for primary children who know nothing about New Zealand. The first third contains a brief history of the Maori settlement of the country, the European discovery and colonisation, and the next hundred pages deal with the country as it is today. It covers the cities, government, farming, tourism, food, and culture, in a fairly superficial manner. Some of this can be excused by the need for brevity, but sections on food and tourism might have been left out in favour of a more convincing description of the arts of New Zealand. There are enough good artists working in the country to warrant a chapter about them; and such a chapter could have conveyed some idea of what it feels like to live in New Zealand. Even in the book's monochrome, a few reproductions of modern New Zealand paintings would have helped.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.

The book would have been a few sketches of the same typical groups in the New Zealand community—farmers, and rural Maori, dwellers in the small towns, and the urban Maori. When, in her summing up, the author tries to balance the New Zealand, the open spaces and sun, with the unimpaired landscape, only emphasises how the book failed to give us the feel of the country in the text.



SCHOOL LIBRARY ASSOCIATION

Information books: some useful guides—

- LOOKING AT LONDON: Books and other media for the primary and middle school 1974 75p (50p*) (much in this annotated list has a far wider appeal)
- THE WORLD IN STORIES: Books for young people [mainly fiction] selected for geographical interest (200 titles annotated by J. & J. Adcock) 70p (45p*)
- GUIDE TO BOOK LISTS AND BIBLIOGRAPHIES 4th edition fully revised 1975 P. Platt, PhD, FLA (nearly 400 entries) £1 (70p*)
- NATURAL SCIENCE: a selection of books for the middle and secondary school 1973 90p (60p*) (over 300 non-specialist titles fully annotated)

Two new publications:

A symposium of articles on non-book materials (the principles and the practice), some new, most reprinted, with revisions, from various educational journals:

NOT BY BOOKS ALONE:

library resources in schools £2.40 (£1.60*)

An annotated list of books and other materials for use by and with mentally handicapped children:

EACH ACCORDING TO HIS ABILITY

Margaret R. Marshall, FLA 80p (55p*)

(*Members' prices) All prices include postage

Victoria House 29-31 George Street Oxford OX1 2AY

On Location

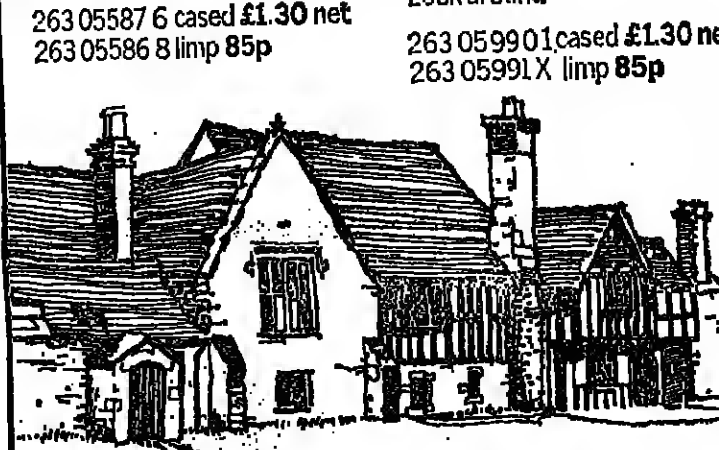
Two new titles in this popular series of environmental studies

Norman Goodland VILLAGES

What is a village? How to begin. Keeping records. Mapping the village. Village needs. Looking for village craftsmen. Some village customs. Village names. 263 05587 6 cased £1.30 net 263 05586 8 limp 85p

Henry Pluckrose MONASTERIES

Why monasteries? Beginnings. Making a record. Looking at the site. Where the monks lived. Monastic officials. A monk's day. Inside the church. Look around. 263 05990 1 cased £1.30 net 263 05991 X limp 85p



Other titles in the On Location series: CHURCHES, ROADS, RAILWAYS, CASTLES, MUSEUMS, RIVERS, SEACOAST, CANALS, HOUSES, FARMS, all £1.00 net cased, 60p limp except 'Houses' and 'Farms' which are £1.25 net cased, 75p limp.

MILLS & BOON
12-13 Folly Street London W1A 1DR

IN PRINT

Africa Books in Print, Part 1, 1975. Edited by Hans M. Zell. Mansell Information Publishing Ltd £15.50. 0 7201 0535 8.

As the editor of this lavishly produced, and accordingly expensive bibliography comments: "there can be no doubt that the next few years will see a burgeoning African publishing industry which will create a powerful impact on the international market". This bibliography, containing 6,000 titles in English or African languages published in 19 African nations by 188 publishers, already has a considerable turn away from ex-colonial publishing houses. While many of the titles in this compilation emanate from South Africa, small indigenous publishing houses in other African countries seem to be gradually overcoming their problems of marketing, undercapitalization, a lack of trained staff, and of attracting manuscripts from well-established writers. To improve the levels of accuracy and comprehensiveness, the editor promises further editions of ABIP, and in intervening years, a volume listing French books published in Africa.

Robin Cohen

Among this week's contributors:

JERRY PLUCKROSE is headmaster of Prior Weston Primary School; his most recent book is *Open School, Open Society*.

MAX MORRIS is ex-president of the National Union of Teachers and headmaster of Willesden High School.

ROBIN COHEN is a lecturer in the sociology department at Birmingham University.

KENNETH CRIPWELL is a lecturer in the department of education in London developing countries at London University Institute of Education.

INFORMATION FOR DRAMA

page 53

by Carolyn O'Grady

The choice of materials on display reflects what the FPA see as the changing status of sex education within schools. Though still mainly the preserve of the more diligent education classes, inquiries about sex education suggest that it is now coming under the umbrella of humanities courses, and many of the subjects are borderline or dispiriting, therefore. Include, for example, the Schools Council humanities project; taped interviews with teenagers—mostly girls who have accidentally become pregnant—about their attitudes to sex; the Advisory Centre and the Who Am I? *Where Do I Come From?* filmstrips by Camera Talks, as well as a great number of biological wallcharts now available in schools; the new birth control. Equipments with which to view slides and filmstrips is also contained within the unit.

Miss Tasha Williams, assistant director in charge of information and education at the FPA, said: "Since last year, when the Government took over the running of most

Members are entitled to use the unit itself and also the FPA's National Information Resource Centre, a reference library housed in the soma building. They receive a copy of the FPA's list of sex education resources; copies of selected fact sheets, updated annually (titles include *World*



Population Statistics, The Legal Position Regarding Contraceptive Advice and Supplies to Young People and VD and the Pill and a set of FPA leaflets and booklets. Members also have the right to attend film viewing sessions at the FPA national office and there is a discount on certain books purchased through the FPA Book Centre.

A leaflet about the sex education AVA unit membership scheme can be obtained from the Information Resource Centre, Family Planning Association, 27-35 Mortimer Street, London W1A 4QW.

Among the exhibits are *Two Miles of Opportunity*, a parkland walk between Highgate and Finsbury Park; Crumbles Playground, a play centre project built and designed, at the request of the local community, by

Plans for the gallery include increasing the coverage of colonies for the rest of the United Kingdom and its former colonial possessions. **British Museum, London WC1B 3DG**

To retain the law permitting divorce it was necessary to vote "No" and to cancel the law thereby no longer permitting divorce, it was necessary to vote "Yes".

PCL 35 Marylebone Road, London NW1

They are available free of charge from Guild Sound & Vision Ltd, Woodston House, Gundle Road, Peterborough PE2 9PZ.

ROAD SAFETY
We cover every aspect of Road Safety
in 35mm colour slides—filmstrips—
viewtolls.
Full catalogue and price list
F. C. CURTIS LTD.,
FLEETWOOD. Tel. 3142.

Write now for Philips free Audio-Visual Guide.

At Philips, we don't just make cassette and open-reel recorders and a host of other audio-visual aids. We also understand the practical problems you face in the school environment, and can therefore save you making expensive mistakes. If you want to use a recording as an initial stimulus for the whole class, this only works if the recorder is powerful enough for all the class to hear! Practical guidance on this and many other audio-visual problems is in the Audio-Visual Guide published by Philips.

For a free copy, please post the coupon.

Name _____
School _____
Address _____

Simply years ahead.

PHILIPS
IES 24/10/A



The book represents this year's most important addition to your bookshelves. Order your copy now.

MS21/TE1, Book Sales, Texas Instruments Ltd.,
Manton Lane, Bedford MK41 7PA



38

Where the elite meet

Gloria Borley visits the academic city of Novosibirsk in Siberia

For those people outside the USSR who have heard of it at all, Novosibirsk is known mainly as the "Academic City"—a show-piece of important institutions where academics, especially scientists, can work undisturbed. In reality "Akademgorodok" is only a district of Novosibirsk (New Siberia), the largest city in Siberia, on the banks of the River Ob. The academic town itself is a river island, about 30 kilometres from the main city centre and separated from it by the old sprawling village with its little wooden houses built in traditional Siberian style.

My own stay in the academic town lasted about five weeks at the end of 1974. It was part of a visit to a number of institutions of the USSR Academy of Sciences under the terms of the exchange scheme with the Royal Society. I spent my time officially working in the Institute of Geology and Geophysics, but I also talked and lectured (mainly on the British educational system) to a variety of English language students and teachers at the university and at the English club in the "House of Scientists".

These additional activities gave me a more general picture of Soviet education, particularly at university level, and of the views of students and teachers. My contacts with these groups helped to enlighten my visit after several weeks the academic town, with its 20 or so institutions, its 20,000 scientists and its lack of entertainments, became highly claustrophobic.

At secondary level Soviet education is carried out in comprehensive-type schools whose pupils follow a general syllabus that includes compulsory foreign languages. For many people in Britain it is less the comprehensive aspect of Soviet schooling that has provoked recent interest, than the existence of many "special" schools.

The most famous of these is the Physico-Mathematical School at Novosibirsk, which draws gifted pupils from towns and villages of the "Eastern territories"—Yakutia, Transbaikalia, Sakhalin and Kamchatka. These children are discovered as a result of regular mathematical competitions, and the best are invited to join the school as boarders, returning home only for holidays. They are virtually assured of uninterrupted progress to university and many of them go on to become research workers in the institutes. There is no doubt that the Soviet Government, whatever their official line on equality, are deeply concerned to find and nurture the scientific and technological elite on which their material advance depends.

Less intensively selective than the Physico-Mathematical School are various others for English, French, German and music. The English school at Novosibirsk was obviously popular with many scientists I met, and a number of them had children at it. The standard of English seemed high; one girl who had attended the school, the graduate daughter of a scientific colleague, was able to translate most efficiently for me and her Russian-speaking parents, although she had left it some years before.

To find out what the secondary schools were like was obviously impossible on my kind of visit, but a conversation I had with a young English teacher at the university was revealing. We discussed his salary and working conditions, which seemed poor in comparison with those of some of the institute scientists who teach part-time at the university. He pointed out that he could earn more money in a provincial school in Siberia, but that the thought of working in one was intolerable. The locals were "bandits" rather than anything else, and there was constant fighting among the boys who learnt slowly and reluctantly. Nor until the latter part of the visit could they be described as "bandits". No doubt this was a cultural, rather than a linguistic, difference. It seems that in the USSR, as elsewhere, there are schools and areas which drive prospective teachers away.

A different, though still subjective, view of the possible "coping" weaknesses of Soviet schooling came from talking to students (usually of English) at the university. They were eager to know about the west, but appeared to be largely ignorant of the complexity of its economic, political and social life. Of this they could tell me nothing, and of Africa they appeared to know only that "black people are oppressed".

This factual ignorance was also evident in some of their teachers, a few of whom expressed disbelief when I pointed out that Britain, among other things, had a "mixed" economy, free education, extensive social services, grants for university students, and a volunteer army. Only one teacher in Iceland was common knowledge and generally commented on.



Left: With a little help from his friend, the founder and head of Science City lectures to students. Right: Science City in winter.



These same students and teachers also lacked knowledge of modern western culture, and especially of recent western literature. A young woman-English teacher at the university asked me for a list of "who was being read at the moment in the west"—a daunting request. My list of about 40 authors included communists, marxists and black Africans, but only a few of the names on the list were recognized. I found it rather difficult that Agatha Christie seemed to be the only writer that both students and teachers had read, and enjoyed. My conversation with her admirably unrepresentative group of people, and impressions led to an overall view that, up to university level at least, Soviet education is inward looking, with little emphasis on the outside world and its recent cultural developments.

Entrance to university is selective, insofar as it is based on school performance, though there appears to be no equivalent of our highly formal O and A level examinations. University courses are lengthy, on the continental pattern, and usually last five years. I was also told that the number of students entering the first-year course in my own subject, geology, at Novosibirsk, was determined by projected estimates of manpower requirements; this would presumably also apply to other science subjects.

The organization and content of courses at Novosibirsk University is interesting, partly because it is atypical of Soviet universities. Science and engineering predominates; the large group of English language teachers

I met mainly provide service courses (all students must study a foreign language) or specialist training for linguists and simultaneous English-Russian translators. Students in this last category had all been trained initially as scientists, and I was told they were of top quality. In addition to language studies they attended courses in such topics as British education.

Equipment available for teaching English was oddly mixed. A well-equipped language laboratory contained a large score of tapes (including one of me reading short texts in chemistry) for individual study and for teaching. But a class I attended for second-year trainee simultaneous translators had little more than old, tatty Agatha Christie thrillers to provide them with a background of "modern" English. I spent an evening attempting to explain such phrases as "the thought he'd like to take her on..." (it was interesting and slightly amusing, but I felt that such material was hardly adequate for the training of interpreters of specialized scientific and technical English).

For the science and technology students the training becomes more and more specialized after their second year. At this stage they are taught mainly through lectures given by the research workers from the institutes, who visit the university part-time. These research workers also supervise the advanced practical work carried out by the students in the institutes. By the time their five-year courses are ended the best of the students are already specialists who may have produced, or helped

course structure is unique to the University and it is clearly aimed at producing high calibre, if rather narrow, specialized, research workers for the institutes and other organizations.

The structure also leads to a sharp contrast between the full-time university and part-time lecturers from the institutes. English teachers have heavy teaching loads (about 26 hours a week), for younger ones were earning about £15 a month—say £75 and little more. The scientists have no teaching, generally enjoy higher salaries (to 500 roubles a month at professorial level) and spend most of their time on research. However, despite the fact that a scientist or technologist is not a teacher, it is clearly to be a highly valued person, to be able to give a Westerner a better understanding of the Soviet system than most of the students who are sent to study science in the west. No one could provide a more adequate explanation.

Although the academic system at Novosibirsk is perhaps atypical, it would seem to be providing a comprehensive system for the lower levels, at higher levels the system favours certain groups, Novosibirsk, it now seems, is an elitist.

Gloria Borley is senior lecturer in English at Imperial College, London.

EXTRA

MUSIC AND DRAMA

THE FIRST SCHOOLS PROM

The best of the best—and how an acceptable programme juxtaposing classical music, folk and jazz has been constructed for the occasion on November 4, described here by Geoffrey Russell-Smith

Take a selection of the best groups from the National Festival of Music for Youth and build their performances into a Schools Prom to be held at the Royal Albert Hall—a dauntingly simple proposal put forward by *The Times Educational Supplement*.

The National Festival itself, previously reported in detail in these columns, was originally organized and financed solely by the Association of Musical Instrument Industries, and within the first three years of its life became an established and unique feature in the nation's school music making.

At its two, and later three days of finals some of the country's finest groups of young players (orchestras, chamber ensembles, recorder ensembles and an outstanding number of a panel of experienced adjudicators whose task was not to award marks, but provide through their comments and remarks sheets, a further fine cutting edge of self-criticism and awareness to aid to that provided by the coaching already received from their own teachers.

An award for an outstanding performance at the finals of this festival quickly became accepted as an accolade in schools music. At the same time adjudicators and sponsors became increasingly concerned that the extraordinary efforts of those young players were not more widely enjoyed or even known about by the general public. Many music teachers were uncertain as to the exact nature of the festival. The TES joined the AMII two years ago in sponsorship and provides both financial help and a direct link with the news media.

The executives from the supplement who attended the festival were impressed by the performances in all sections and proposed making the Royal Albert Hall for the first of the Schools Proms. This was not merely a matter of presenting the music to a wider public; it was a way of demonstrating to other schools the standards which could be achieved by their pupils given the opportunity and the right sort of general audience could be reached, they realized, if the prom itself were recorded by a commercial recording company and also

covered by radio and possibly television.

However, the programme had still to be constructed. Those of us who met to discuss its content were faced with many problems, not the least of which was a basic musical one. None of us wanted a "Friday Night Is Music Night", but at the same time it was felt that it must not become a programme of purely serious music or even of items by the larger groups; we must somehow find a way of presenting the comparatively tiny sound of the recorder consort and the chamber group in the vastness of the RAH concert arena.

Equally, the presentation of merely the outstanding award winners from each section would defeat any attempt at building some kind of shape into the overall musical content of the evening. Indeed, it was immediately apparent that from award winners and the best of the rest we had enough first class music to produce two or three proms, all equally representative and all of superbly high standard.

Our task must be to cull and cut almost as though the prom we were producing was a single something unconnected with the

Continued overle



Talent, encouragement and Premier...

...the best start any young musician could have for a successful career.

You know how important it is to start them on quality instruments if you're going to help young talents develop their full potential. Premier understand this, and make their complete range of percussion instruments to the very highest standards. Which explains why Premier has become Europe's largest percussion manufacturer.

Send for details

To the New Era Drum Co. Ltd.,
Bloke Road, Weymouth, Dorset LE8 2DR.

Please send me full details of New Era, Olympic and Premier percussion instruments for Junior Schools (PLEASE PRINT)

Name

Address

NEW ERA OLYMPIC Premier

For everyone—three of the groups taking part in the Albert Hall concert on November 4. From top: St. Anne's Chamber Ensemble, St. Anne's Convent School, Southampton, to play two movements from Chopin's Quartet, K370; Elmwood Junior School Steel Band, Elmwood School, Weymouth, to play "Pomp and Circumstance"; and St. Anne's Convent School, Southampton, to play "Pomp and Circumstance".

A SPECIAL ANNOUNCEMENT TO TEACHERS

The London Music Shop Ltd. (Mail Order Division) specialists in musical merchandise for Schools, already has accounts with many Schools who find this a highly convenient way of ordering instruments etc. With its new Mail Order Warehouse now open, it can attend to any school musical merchandise order promptly and efficiently. Realistic discounts are offered and a 108 page colour catalogue is available on request.



To: Mail Order Division, The London Music Shop Ltd., 6 Valms Trading Estate, Valms Rd., London SE5 9NR. Tel: 01-737 2468. Advisory Dept: 01-387 0851. Please send me a copy of your new 108 page catalogue of musical merchandise for schools and the home.

Name _____
School Address _____

THE PURCELL SCHOOL

has just moved to
HARROW ON THE HILL

This is a coeducational day school for pupils aged 8 to 18 years, providing a good general education to University entry standard, and exceptional musical opportunities; special sixth-form entry for A-level Music, and some other subjects.

For further details write to The Secretary, Oakhurst, Monnt Park Road, Harrow on the Hill, Middlesex, HA1 3JS. Telephone 01-422 1284.

In This Week's T.L.S.

Christopher Hill and the burden of proof by J. H. Hexter

The private life of Karen Blixen

**Cinema:
Pauline Kael,
Buñuel,
Bogdanovich,
Garson Kanin**

On sale at newsagents,
price 15p



Woking County Grammar School for Girls' Orchestra. They will play Beethoven's Coriolanus Overture at the Schools Prom. Although a comparatively small school of under 800 girls, some 300 of them are in orchestral or choral societies, or in some form of instrumental work.

Continued from previous page

festival and its awards for special and outstanding performance. At the same time we must still say to teachers and pupils in all the varied forms of school instrumental music: this is what can be done—this is possible.

On a more pragmatic level, while it might seem musically apt to follow a wind quartet with an item for large string orchestra, we certainly could not afford the disastrous luxury of six or seven minutes of nothing between the items while chairs and stands were re-arranged.

Anthony Hopkins, the principal composer for the concert, was present at our discussions and, being an old hand at the tricks of the Albert

Hall, suggested using a rostrum in the centre of the arena for the chamber groups thus providing them with an individually lit chumbra while allowing greater freedom on the stage for changes of setting.

Thus, within the structure of the physically possible, a programme was drafted occasioning sometimes heated discussion among the panel of festival adjudicators present. It was agreed that, almost by definition, the evening had to contain such disparate elements as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

THE PROGRAMME—Royal Albert Hall, November 4

Music for a Festival—Gordon Jacob (High Wycombe Music Centre Concert Band)

Oboe Quartet (two movements)—Mozart (St Anne's Chamber Ensemble)

Selection—various (Elinwood Junior School Steel Band)

Coriolanus Overture—Beethoven (Woking Girls' C.G. School Orchestra)

Seven Dances—H. U. Staaps (Tabor Recorder Consort, Chelmsford)

Three Pieces—various (Kingsdale School Dance Band)

INTERVAL

Three Pieces—various (Darlington Youth Big Band)

Suite for Accordion Orchestra (Colchester Accordion Orchestra)

Three Shanties—Malcolm Arnold (Iichen 14th Form College Wind Quintet)

Prelude & l'Après-Midi d'un Faune—Debussy (Brighton Youth Orchestra)

Waltz from Sorcerer in C—Tchaikowski (Pru Cardu String Orchestra, Weybridge)

Prelude to The Minstrelsinners of Nuremberg—Wagner (Teesside Youth Orchestra)

Flute: Pomp and Circumstance No 1—Elgar (Combined orchestre of just under 200 players, plus audience)

EUROPA CANTAT 6

Europe Cantat, the major choral festival held every three years by the European Federation of Young Choirs, is scheduled to take place in Britain next year. This will be the first time since the festival started in 1951. Almost 3,000 people from eastern and western Europe, the United States and Israel, will meet at Leicester in early August.

The festival is non-competitive and has three main elements. The first is communal singing, when all the participants meet and sing a large variety of pieces from a specially produced international song book. The second is "studio work", in which five to 10 choirs rehearse major works for performance. The third element takes the form of a concert staged in and around the host city by individual or combined choirs.

The British Committee for Europe Cantat 6, chaired by Andrew Feltham, director of education for Leicestershire, have been working for 18 months on the organizational, artistic and financial aspects of the festival. The amount estimated necessary to stage the festival is £80,000, and although many generous donations have been received, this target has not yet been reached. Anybody wishing to participate in the festival or to contribute towards it, may obtain further details from Mr D. Hughes, Organizer for Arts in Education, Leicestershire County Council, County Hall, Glenfield, Leicester, LE3 8RE.

Juliet Solomon

1926-1976

THE ROYAL COLLEGE OF MUSIC JUNIOR DEPARTMENT

Celebrates its
50th Jubilee in 1976

Three special events are planned:

Open Day, Saturday, February 21st, 1976

Re-union Party at College, Saturday, March 20th

Orchestral Concert with distinguished soloists

Tuesday, April 13th, 1976, at 7.30 p.m.

Anyone interested in these events please write now to:

The Hon. Secretary, 50th Jubilee Committee

Royal College of Music, Junior Department

Prince Consort Road, London SW7 2BS

CARIBBEAN CULTURAL FOUNDATION

Promoters and Distributors of

Cultural Expressions of the Caribbean

Special Advisory Service to Schools

Traditional Steel Band Instruments by Skilled Craftsmen

British Standard Tuning

2 SUMNER ROAD, CROYDON, CR0 3LG

SUITABLE SOIL FOR GROWTH

Payne, head of music department, City of Birmingham College of Education, discusses the education of the musically gifted.

of musical young people recently what they would have happened to them had not been able to special arrangements by their L.A. at a school on Saturdays. It is, who had been at the eight years, replied: "I had simply carried on my lessons, 'cello lessons, my interest might have been away. Here you meet people and make friends and interesting things, not just forward playing of pieces."

the group agreed that they had felt isolated, and that they had been brought together in the programme that discerning ears will positively find. Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

and integrity of composition reached a certain level, one is not bothered about mixing when good music and good playing are brought together in the programme that discerning ears will positively find.

Our biggest music director, the fact that there were performances of such high quality that we hardly dared to let the juxtaposition of such concert pieces as, say, a Beethoven overture and a suite for accordion orchestra, a piece of classical chamber music and a "big band number".

However the differences in musical approach was not in contention—once the quality of playing

they are not otherwise available. This, however, begs the real question and we will return to it later. As with most things musical, words are as often a hindrance as a help and attempts at identification bring on a veritable flux such as musically inclined, binocular, alert, perceptive, sensitive and so on.

If we go on trying to arrive at this sort of definition, it is unlikely that we shall ever get round to actually doing anything else at all. If, however, we make the primary assumption that in the human mind quality varies in degree between individuals.

Some possess it in a marked way and develop an ability with which to express themselves through music that is far beyond what is achieved, or even shied at, by most men and women. For such people, involvement in music becomes a major element, perhaps the major element in their lives.

The group under discussion clearly fitted this description although it should, perhaps, be stated that even the strongest musical focus does not necessarily imply a vocational one.

Agreed between 15 and 19, lad-vivid members had generally given a good deal of thought to their future. Languages, science and teaching of a general kind featured just as prominently as music or musical teaching in their plans. Why then do we need to make special arrangements to meet their needs?

It would be easy to fall into the trap of qualifying the word needs by emphasizing musical needs, but our first young friend put emphasis on meeting other people and making friends, the second underlined the significance of everyone enjoying it in a very special sort of way.

We are reminded that above all else, music is a human activity. For those who possess its force to the degree described, it becomes even more essential to share it with others and be nourished by regular contact with those who are similarly endowed.

The musical opportunities must form part of the provision. It is the music that makes the coming together purposeful but it is important that we should not at any time lose sight of this child-centred view. What we provide should be provided primarily for the benefit of the child at that time and with no strings attached.

Society does, of course, benefit too, but perhaps this aspect is best seen as a happy by-product. We shall in a doubt welcome all who arrive at a sense of fulfilment and personal identification whether they ultimately become teachers, dentists, postmen or professional musicians.

A view as broad as this must inevitably include the implication that special provision of this kind should not normally set out to detract from, or attempt to replace, the naive environment and everyday life of the individual concerned. It is worth returning to the "interesting things". It was this reference, placed alongside the rather taken for granted piano lessons, cello lessons and not the just straightforward playing of pieces and practice that was given as a significant part of a reason for spending most Saturdays for eight years at the school.

As a statement it verges on the naive, particularly coming from a 16-year-old girl. More the sort of language one might expect from a very young child who had spent the afternoon playing with plasticine or paints.

On reflection, however, the analogy is appropriate. This particular school features a strong core of imaginative musical activity, including group improvisation and composition. The pupils are encouraged at all stages to explore, experiment with and manipulate the materials of music. They may refer to it as "composition" or "musicianship" but "interesting things" describes these wordless wonders well enough.

The "everything" that "every-one plays and... enjoys without envying them in some way" is derived from this aspect of the work. As well as the piano lessons, the cello lessons, the orchestra and the good, sympathetic and stimulating company, there is a dimension that can be seen to exist firmly in its own right... music itself.

It is curious how we so often refer to the performance of music as being "musical". Perhaps we should accept that attempting to define the indefinable usually proves less rewarding than getting on with the task of nurturing, that which we are more able to value inwardly than describe outwardly. It may be that these particular young people should consider themselves lucky. It would be nice to think that for all those like them, there is a place... somewhere.

City of Birmingham Polytechnic

BIRMINGHAM SCHOOL OF MUSIC

(Established for over a century)
Head of School: LOUIS CARUS, L.R.A.M.

This well-established School now occupies fine new premises with outstanding practice facilities.

The professional training includes personal tutorials, lectures and seminars, and students participate fully in the various choral, orchestral, ensemble and operatic activities. Weekly concerts are given by students and visiting musicians.

Courses offered:

ABSM (Associate) —a three-year full-time course (the Diploma may also be taken by external candidates)

GBSM (Graduates) —a three-year full-time course for serving teachers on secondment (one-year course)

Part-time tuition —at an advanced level
Prospectus and information from Dr. John Bishop, Tutor for Admissions.

PARADISE CIRCUS
BIRMINGHAM B3 3HQ. 021-235 4356

MUSIC BOOKS

A History of British Music
Percy M. Young £8.00
... a fascinating storehouse of information. Musical Opinion

Georg Philipp Telemann
Richard Patzoldt
Translated by Horace Fitzpatrick £4.25

... particularly welcome because of other substantial work on Telemann is available in English. Times Literary Supplement

The Instruments of the Orchestra Series

The Clarinet
F. Geoffrey Rendall
Revised by Philip Gale £4.50

The Oboe
Philip Gale £4.50

The French Horn
R. Morley-Pagge £4.50

The Season and Contrabassoon
Lyndsey G. Lengwill £4.50

The Flute
Philip Gale £4.50

The Violin and Viola
Siville M. Nelson £4.50

Ernest Benn Limited
"The Music Way"
London, Kent and the I.R.W.
Incorporating Charles Knight Publications

MUSIC FOR CHRISTMAS

Choral Works

John C Phillips

Born in a Stable

"Shepherd's Salute", "Cradle Song", and "How far is it to Bethlehem?"

arranged for unison voices, descant recorders, chime bells, thyllum

percussion, cello and piano

Score: 90p; Instrumental parts, each: 15p; Vocal parts, each: 10p

Kenneth Cartwright

Christmas Jazz

Full music edition: 90p; Words and Melody: 20p;

Instrumental parts, each: 20p

A refreshing original piece that achieves considerable contrast within its idiom.

Piano Music

Alfred d'Auborg, arranger

A Christmas Carol

Easy settings for piano of carols, interspersing a narration

of a shortened version of the Dickens story

Donald Gray, arranger

The Carolers

Twelve well-known carols complete with texts

Willard Palmer, arranger

Christmas Holiday

Moderately easy to early intermediate arrangements of

thirteen familiar carols

BOOSEY & HAWKES

Boosey & Hawkes Music Publishers Limited
295 Regent Street, London W1A 1BR. Telephone 01-580 2060

**a new absorbing and
error-proof way to learn
the structure of music**

FROM NOTES TO RHYTHM
MAJOR AND MINOR SCALES
Alfred Hossack

The two-book Menlor *Music for Beginners Series* employs a unique self-correcting system which has been specially compiled to help those who require revision or pre-course study on the structure of music. The first book is a simple but thorough introduction to music notation, the second shows the pattern of major and minor scales and how to convert major to minor.

each 75p net
Post and packing 25p exlre

PLEASE SEND ME INSPECTION COPIES OF YOUR MUSIC
FOR BEGINNERS SERIES

Sender's name
Full address

Lutterworth Press, Department TES3, Luke House,
Finsbury Road, Guildford, Surrey.

FORSYTH

MUSIC IN EDUCATION

The complete service for parents, students and teachers including Instrument Hire scheme, Forsyth Educational Publications and Music Minus One.

Name _____
Address _____

The Complete Music Shop
pianos orchestral instruments music and books
harpisichords records audio equipment
piano repair all accessories postal service

126 DEANSGATE MANCHESTER M3 2GR

UNIVERSAL EDITION (London) LTD.
2/3 Fareham Street,
Dawn Street, London W1V 4QU

NEW FROM

THE SNOWMAN OF KASHMIR, a workshop opera **PETER KAY**
Himmler's aircraft, bombs, Sherpas, the Abominable Snowman—ingredients to
stimulate 10/13-year-olds.
Adm £1.70 Choral and Percussion part also

A TEMPORARY DIVERSION **JOHN PAYNTER**
Amusing mix-up of loutish, Council, workmen, & clowns and 'ill'.
Suitable for open air or indoor performances by Middle/secondary pupils. No
soloists required.
Score £2.70 Separate Choral and Instrumental parts also available.

PROJECTS IN SOUND
12 Projects, a total of 20
activities with creative ideas.
places for classroom use.
Ideal for 8-12 age range

BRIAN OENNIS
Integrating traditional
22.00

Also available:

All the King's Men	£1.78	Richard R. Bannell
The Oneco and the Drum	2.00	Elizabeth and John Paynter
The Horse of Wood	1.05	Eric Williams
Man, the Sheepstealer	1.45	Harriet Chappell
The Sea Journey	2.50	David Lord
The Oneco Oregon of Galata	.85	John D. Williams

Approval copies and orders to ALFRED A. KALMUS LTD., 38 Eldon
Way, Paddock Wood, Tonbridge, Kent TN12 5BE

COMPOSER-TEACHER

Pekkonen and the Cirencester School Percussion Ensemble.
Maconie finds a sense of music as a living art

The compositional quality of Peckham's music for his percussion ensemble deserves to be emphasized, for on it the ensemble is dependent for its existence. The music itself is stirring body has depended, and yet I suspect the music has been overlooked. Formed in 1968, the band of players of mixed musical backgrounds, playing a wide range of metal, skin and wood instruments, has been pursuing ideas of Cage, Feldman and other radical composers and playing a music having more in common with the aesthetic of New York or Cologne than of rural England, was bound to attract those who were familiar with experimental approaches to music teaching outdistanced their appreciation of the music itself. Equally inevitably, the ensemble was held up as an example of the

The revolution in teaching music undoubtedly helped to the success of the teacher-composer, is partly inherent to justify his existence or his importance to the national musical well-being are several reasons. One wanted; musicology is conservative, retrospective, concerned with ideal values, whereas the composer is a general explorer, concerned with the present and the future. Why the composer even now is not better appreciated is that higher standards in school music which have musicologists to judge, and the lack of a national musical community. In general, it is not recognizing, while the value of the composer is on imagination and fantasy, an essentially creative activity. The significance of a composer like Erik Pekonen to English music in general and the magnitude of his achievement in the field of the past decade have not been fully recognized. The positive value of creative play to other enthusiasts is obvious. But who were unable to see the discipline of Pekonen's approach and his music, a severity and simplicity in notation which could only be appreciated by some. He has tackled the music of Fieldini, Berio, Stockhausen, Kagel and Ramet—not merely looked at it—and is thus in a position to appreciate the skilful distillation of national symbols. Pekonen has achieved a new synthesis.

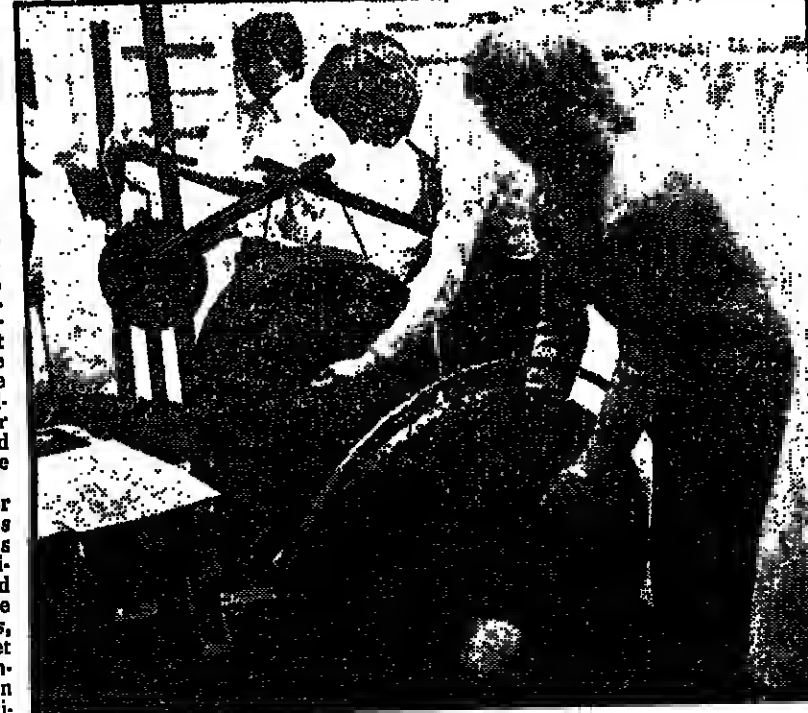
Nowadays, with classical music much in the ascendant, one can predict an equally mistaken reaction against the modernist, or rather the outdated concept involving it. The overvalued music, both by the public and the critics, is that whose hitherto attraction was based on the wrong ideas, and by those unable to appreciate the work of the modern composer. It has always been easy to theorize about the group's success, but few have bothered to find out from experience just how completely the individual group members have shed the signs of its founder.

All the same, I journeyed up to Clencross recently wondering how much a part the study of music had taken in the life of a school. I need not have worried. Clencross School is a large and grand local school pleasantly situated on spacious grounds on the outskirts of town.

Elis Pekkonen is one of the music teachers who occupy a detached, light and well-proportioned suite of class rooms, rows of music desks equipped, though somewhat sparsely, with brass instruments widely celebrated amongst the Percussion Ensemble. Certainly not the school's only musical activity, which would expectantly lead one to suppose that the school of its size and evident reputation to music.

Elis Pekkonen, a young pointer on our conversation revealing himself as an amateur psychologist, a thin, pale, spoke of the history

... wine-drink, drummer waits for the beat; Other unusual "i
... need bubble glasses and beer bottles.



The Burmese gong goes into action. Not only is the Cirencester ensemble evolving a rapport with the traditional repertoire, but it is discovering a genuine sympathy for and understanding of non-Western idioms.

Concerto, which dates from the early months of 1974, continues this development in the direction of new polyphonic textures, leading to the oboe, clarinet and trombone. The most arresting feature of the new score, however, is the percussion part, which is not notated

There are three groups of percussion: gongs, cymbals and drums. Each is associated with a specific melodic instrument: the gongs with the oboe, cymbals with the clarinet, and drums with the trombone. Their function is "shadowy," their melody partners. In Pekkonen's words,

The percussionists read the melody part and seek to imitate, listen in the way it is inflected, and improvise an appropriate counterpart. Not all play in the foreground, but all play an essential, firmly defined, role.

But the experience also has a spiritual, in which the drums, always a problem in arrangements of ethnic music, sounded particularly effective.

"It would be well, I think," says the feelings of the two young players I interviewed on how they felt their music had benefited if the experience of working with an ensemble. It was fun feeling a pioneer, helping to create a new music for the first time, a music of excitement and special responsibility.

But the experience also has a heavy, assured me, in their

The fascinating aspect of this new development is that we can be sure it has arisen from practical experience, and that it has worked for the Cirencostr ensemble. The playing of players is reaching a state of growth overnight. (Concerto is also published by Chester.)

A need to develop a repertoire for a limited number of players avoiding the need to rearrange the

Physical instruments
Sound education

...id have designed
...manufactured a new
...quality instruments
...y for schools. The
...stimulate the
...on and encourage
...tation with

platform led this year to the arrangement by Ellis Pekkonen of a number of plays of early music for this ensemble. A paven by William Byrd which I was able to hear incorporated glockenspiel, tubular bells, handbells, flute, organ, oboe and 'cello in a delicate and charmingly reserved manner. In the one which the drums, always a problem in arrangements of early music, sounded particularly effective.

It would be well, I think, to report the feelings of the two young players. I interviewed on how they felt their music had benefited from the experience of working with the ensemble. It was fun feeling like a pioneer, helping to create a new kind of music for the first time, a sense of excitement and special responsibility.

But the experience also helped them assuage me, in their own music, to a degree which their more conservative teachers were obliged to admit. They were better self-readers, more aware of how it related to other players, and able to play freely either independently or together. They were not only a tune, as it were, with the performance requirements of contemporary music, but imbued with a sense of music as a living art.

Documents Publication

Musical instruments for sound education.

E. J. Arnold have designed and manufactured a new range of quality instruments specifically for schools. The instruments stimulate the imagination and encourage experimentation with sound.

The main items from the range are:

- Drums, Tambours, Chime Bars, String Bars, a Xylophone, Xylo Bars, Dlaton Glockenspiel, Chromati Glockenspiel, Metallophon Solostring, Talking Drum School Clarinet, and other wind instruments.

For a free copy of the brochure,
"Muscle Now" please complete the
coupon and post to Sales Office,
E. J. Arnold & Son Ltd.,
Butterley Street,
Leeds LS10 1AX.

Please send me a copy of the brochure
"Music Now" and a Music Sectional
Catalogue.

Name

Room

SSS

TFS 30

NEW

Drama Projects for Secondary Schools

by Michael J. Butler

This is a series of four plays for children in the lower years of Secondary Schools or in Middle Schools. Each play forms the 'core' of a complete drama and integrated study course which will involve the pupil in research into areas of history, English, music, theatre history, drama work and religious and moral studies over the period of a term.

Each page of text faces a page left blank for the children's notes and improvisation ideas.

RIOT IN THE LINKS

ISBN 0 08 018029 9 Deals with social disturbances in the late nineteenth century, in a light-hearted way.

DIED IN ACTION

ISBN 0 08 018028 0 Studies the death of Nelson.

MASQUE FOR A ROUND

HEAD ISBN 0 08 018027 2 Deals with the Civil War.

CHRISTMAS JOURNEY

ISBN 0 08 018026 4 Is an un-

usual netivity play and is more suitable for a multi-racial cast of older girls.

TEACHER'S SOURCE BOOK

ISBN 0 08 018030 2 This is a practical guide to the use of the course, and contains a full bibliography and other useful source material, cutting out the need for the teacher to spend time in elaborate research.

Pity texts 50p each
Teacher's book £1.50

For inspection copies please write to the address below marking the envelope 'FREE-POST'. No stamp required. 'A. Whaaton & Company, Helmsford Road, Exeter EX2 8RP.

WHEATON

The School Book Division of the Pergamon Group

OILING THE WHEELS

Ruth Miller investigates the work of the IEA drama inspectorate whose function, she finds, is more genial than its rather forbidding title

Drama in schools would be a shambles without the dedicated backbone staff, the drama advisers. Most I.E.A.s employ them. It seems that only Leeds and the IEA call them by the forbidding and misleading title "Inspector" (a title which other IEA advisers have to put up with, too). Maureen Price, together with the senior Inspector, Geoffrey Hodson, is the IEA Drama Inspectorate, which is 21 years old this year.

Ms Price is amused rather than worried by her title. The thought that any green young teacher might tremble with fear when this Inspector calls is indeed ludicrous to anyone who has met this cheerful, witty and totally unimpeachable woman. The Inspectorate's purpose, she says, is "to make the wheels of school drama run smoothly. To minimise mishaps, cut down on crises."

The "wheels" Ms Price keeps oiled include a multitude of activities—drama teachers' own productions, help with appointments of drama teachers, in-service training, and, of course, work in schools.

"I see my role as being the spokesman of County Hall for IEA drama teachers. We in the Inspectorate translate teachers' wishes and needs—for equipment, advice, improved timetabling, space, visits to and by professional productions—into practical terms which are acceptable to the council."

A tall order. There are 1,200 schools in the IEA—surely two inspectors cannot cope? "Indeed not. The admin work takes far too much time. We have four advisory drama teachers who do most of the fieldwork. They are not attached to specific schools but are based on the IEA's drama centres in County Hall."

"The focus in schools is on improvisation, rather than theatrical productions," says Ms Price. "Our primary concern is work in which everybody in class takes part. Performances with rehearsals, and for an audience, are quite another matter. We advise and help, with props, suggestions, if asked, but someone on the staff say the chemistry or the geography teacher, may be a good producer."

"For classroom work, our work-specific skills are needed. Above all drama teachers must be able to establish relationships with the children. It takes time, patience and know-how to get even the most reluctant, uninvolved child to see that he is not asked to perform, but that everyone is working together, and that the contribution from each one of them is potentially of equal value."

"You get a lot of surprises: a child who has a reputation in the school for being a bully, may be angelic in improvisation, and a timid child who has nothing to say for himself in other lessons may blossom in drama and show his hidden qualities."

Ms Price says it is important to let children realize that in drama they cannot fail. "If a child is genuinely involved in whatever the role and situation is, he is creating, then his behaviour is right in that particular instance. But to persuade

children to be genuinely involved is not easy."

Ms Price helps with the appointment of drama teachers and makes as sure as she can that the "right teacher is in the school that is right for him or her". But new teachers, however "right", tend to need a good deal of help and guidance. Which is where the Inspectorate comes in. "Our drama advisory teachers help a lot during probationary periods; they may demonstrate or take classes throughout the first term and go on being available for advice."

Ms Price visits schools herself, but she resists the temptation—quite strong often—to take classes. "This isn't the kind of work where a 'one off' lesson would achieve anything at all—it would only disturb the relationship the teacher is in the process of establishing, or has established. On my school visits I may watch a lesson, and later discuss points. But the main purpose of my visit may well be to talk to the head. We discuss things like timetabling; single lessons aren't much use, one tries far dauber lessons, and perhaps joint ones with other classes."

Most heads accept that classroom drama is useful for the immediate and long-term needs of the school. It is useful for the academic ones, too. "It adds emotional understanding of situations and characters to their intellectual understanding. A child may have a glub with words and be able to talk himself out of any situation; drama helps to deepen children's emotional understanding and involvement, and it speeds the learning process."

Such points can be put much better in heads who still need more convincing. By inspectors/advisers who by stating this sort of fact, the Inspector's work may often require a lot of tact, diplomacy—and waiting for the right moment.

Another aspect of the work is in-service training, organization and lecturing generally being involved. Apart from the courses where the drama advisory teachers do most of the teaching, there are also others. The most exciting is a residential 10-day course; teachers come in their own time, but we have never yet been short of applicants.

"The courses are usually for all types of teachers. One art form sparks off ideas in colleagues in another art form. For example, one year recently the visual arts teachers took some vivid photographs of dockland scenes; the music staff then interpreted the scenes in their medium; and, finally, the dance and drama specialists jointly improvised situations against the background of dockland scenes and sounds."

The Inspectorate also organizes productions where drama teachers can try their own thing—perform before an audience. Although drama teachers must not be actors, they are nevertheless pretty certain that in every drama teacher, deep down, there is an actor trying to get out. So the help of outside professional producers, drama teachers and the inspectors put on shows.

This autumn, for example, they

are presenting an "entertainment" to celebrate the bicentenary of Jane Austen. It was researched and written by the staff who are acting in it. Now it is a case of have play will travel—we hope!

Schools, not necessarily only IEA schools, are expected to book the show after a few scheduled performances have been given. The Inspectorate deal with all the paper work, the inquiries and the bookings.

Contact with performers is another aspect of the work. The Inspectorate vet all touring companies offered productions. "Not just for the play's content but for quality of production—and efficiency of the company. Hardly a week goes by without a new company approaching us with a view to playing in IEA schools; few companies, alas, survive for long; many die of poor administration. If a company says it will put on a show at 9.30 and arrives at 10, the result is chaos and no further booking."

To help companies to choose plays which are safe bets, Ms Price has a list, available to anyone who wants it, of the plays which will be studied in IEA schools.

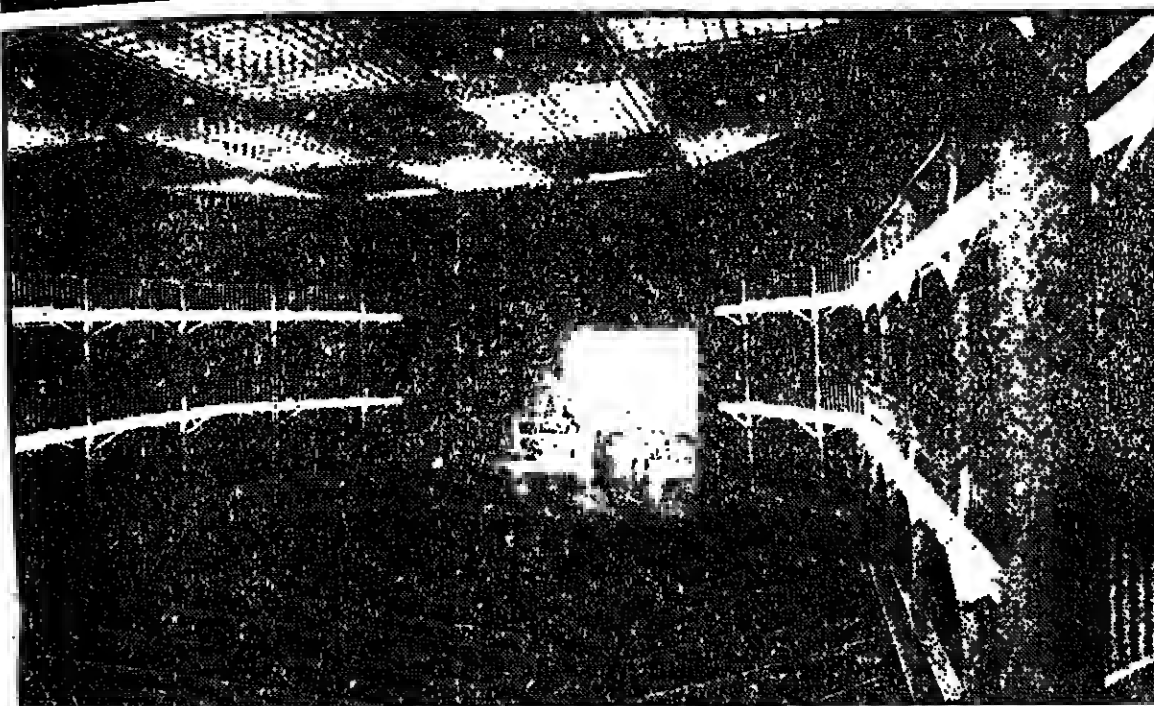
Finally, Ms Price says, it is part of the Inspectorate's work to join in "thrashing out and clarifying philosophies, aims and objectives. What do we really mean by play? Well, jargon, like 'drama develops personality', 'creates sensitivity', 'teaches children to use their bodies to express understanding they cannot verbalize'? We must be more precise, must analyse what we are doing."

After 12 years in a job which she says, has not even begun to settle down to any kind of set routine ("I feel like a juggler, balancing ideas and jobs to be done") she has as much faith in the importance in education of drama as the wide-eyed young teacher. But she is down to earth.

"It is impossible to prove that children become more articulate, integrated or whatever, thanks to our work. I believe they do, but we cannot measure progress. We say that a child develops enormously; but how do we know for sure that we did it? Again, how do we know we are not planting time-bombs? The impact of what we do may well be with the children in drama or four years' time. It is only about 10 years since our first classroom drama work hit really at home; we might be doing far more follow-up studies than we have time for."

Ms Price has a degree in English, has taught and been involved with educational TV. She has got into drama training, but has always been a keen amateur actress. She is about to appear in the chorus of the Southall Opera Society's production of *Macbeth*.

"It does me good to be at the theatre and to see the work of instructions and advice and I have singing. I am one of the singing witches in the production of *Macbeth* in the version of Macbeth really does not fit the work of the person who is not a professional producer. The mixture of advice, encouragement, enthusiasm and organizing ability is something, much more, and more subtle than inspecting."



A performance in the theatre, designed by the late Professor W. G. Howell, of Howell, Killick, Purtridge and Amis. (A photograph from the Architectural Review).

A SCHOOL ARTS CENTRE

Joy Travers visits Christ's Hospital's splendid new buildings, opened this summer, which also serve the local community

To create an arts centre to fulfil the various needs of an ancient and traditional public school and the scattered communities within its reach is a formidable undertaking. Yet it is precisely what Christ's Hospital School, just outside Hove, in Sussex, set out to do and what they have begun to accomplish during the centre's first full year.

The enterprise demanded an enlightened head with a clear vision of what he wanted to achieve. When David Newsome decided to break with tradition and introduce drama as part of the curriculum, he confirmed Duncan Noël-Paton as director of the new department. 18 months before the opening of the centre, he had to be taken up so that he could work closely with the architect, the late Professor W. G. Howell, of Howell, Killick, Purtridge & Amis.

Professor Howell had recently built the Young Vic's temporary theatre, and Mr Noël-Paton had gained his reputation in drama work at Cranleigh. Together they began designing one of the most exciting and remarkable theatre buildings in this country, one which embodies Mr Newsome's concepts about the place and function of a school with an arts centre which also serves the community.

Primarily, the theatre is a teaching area, used also for small or large productions. "We don't teach drama as an elite occupation," Mr Newsome says, "and neither it seems do the boys from their response to the theatre's existence and demands. There are 37 curriculum periods which include improvisation, dance-drama and work on plays; and there are voluntary drama workshops, well attended by boys in separate age ranges but also working across these when necessary."

The theatre itself links a series of classrooms with the music school. There are 45 music practice rooms which back on to the stage and can double as individual dressing rooms; orchestra and chorus also assemble there.

The theatre area can be used as an arena, thrust or proscenium stage, and the starting point for a production is not, Mr Noël-Paton explained, "how large an audience do we want?" but "what do we want the acting and audience areas to be?" The boys then arrange the four three-storey framework towers, which move on wheels to form back wall, scenery, galleries or whatever is required.

This involves them immediately in practical basic stage construction from which they go on to staff the theatre, working as a team for school productions and for the professional companies who come in. Thus they learn the disciplines of stage management, design, lighting, sound, front-of-house, performance and rehearsal schedules and the cooperation needed on an executive

planning committee. Musters and boys wish to produce their own plays may become temporary members of this committee which assesses what can, or cannot, be done in theatrical terms.

Teaching schedules sometimes overlap with professional lighting rehearsals, and there has been a remarkable degree of give-and-take when Mr Noël-Paton has asked professionals to wait until a group of boys completed a work session, or the boys have been asked to "freeze" while the professionals set a scene. According and running the performances present him problems too, since someone has to be on late duty if only to see that those returning from this theatre do not wake the boys who have turned in for the night.

Besides using the theatre for teaching, Mr Newsome has three reasons for creating an arts centre. First, he wanted to find a way of lessening the school's isolation and to bring local communities to it. Second, he wanted the boys, whose circumstances often restrict their experience of the arts, to see plays, ballet, modern dance and opera without having to incur the extra cost.

Third, because Christ's Hospital is a structured, disciplined community, he wanted to create somewhere where the boys could get out of the institutional atmosphere and have the safety valve of an evening out. He and the staff are delighted that the boys use the theatre as a place of rest, where they can just sit and think or relax.

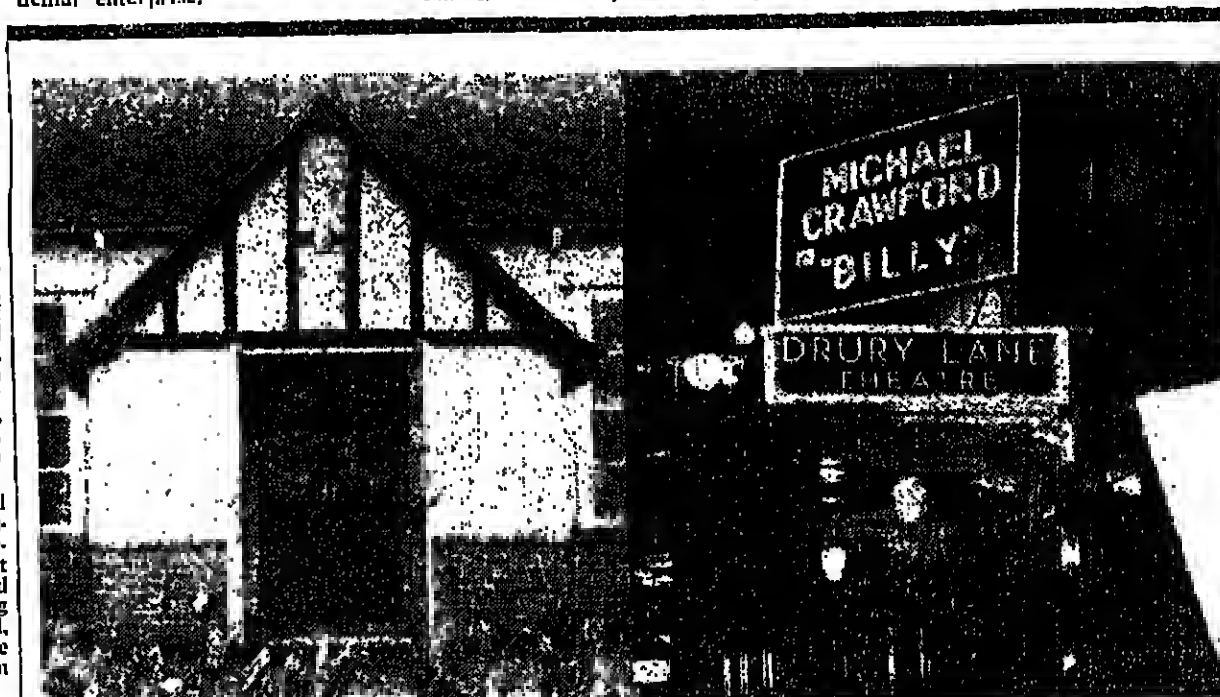
The centre broke even last year and they have raised nearly £2,500 from parents and members. Southern Arts gave £600 and the school bears the overheads. Teaching and the school's own productions have in the past been financed with the programme which Alvin Wilkinson, general administrator of the arts centre, wishes to present. One of his difficulties is that he has no idea what his budget for the current year is, as programme planning becomes a question of coordinated judgment and attempts to involve increasing local response.

Programmes have been catholic and always traditional, including the London Contemporary Dance Company and an illustrated talk on the twentieth century ballet, workshops by the English National Opera (The Sinuosity of Kaschmir, National Opera (Maison Lescaut), a BBC invitation concert by The Early Music Consort and The Fires of London, a series of three recitals by Alan Wilkinson of Beethoven's violin sonatas, Jerome Kilby's *Der Liar* and Brecht's *The Life of Edward II*.

Films have included *Ashes and Diamonds*, *M.A.S.H.*, *Ughes* and *Seven*. *Sal* and exhibitions have featured "Paintings of the Industrial North", "Brecht: an the Stage

of the Berliner Ensemble", and Rosemarie Cockayne's paintings and drawings of the arts centre (till October 27).

Certainly the cultural horizons for the boys appear infinite and the wider contribution to the surrounding communities is timely. One hopes that economic exigencies will not press too harshly upon this particular enterprise.



Shepperton Village Hall.

The Theatre Royal, Drury Lane.

A COUPLE OF PLACES WHERE YOU'LL SEE OUR NAME UP IN LIGHTS.

At Rank Strand we have supplied complete lighting systems to The Theatre Royal, Drury Lane; La Scala, Milan and Shepperton Village Hall.

And even though we're the world's largest stage lighting suppliers, we pride ourselves on giving the very best service to some of the world's smallest theatres.

Our lighting equipment ranges from the simplest spotlight to the latest in memory lighting systems.

And if our range of equipment is wide, our range of experience is even wider.

Whatever lighting effect or advice you need, our experts are ready to provide it.

If you want to make sure that your theatre looks its best, contact Rank Strand.

We'll sell you the best lighting.



THE LEADING LIGHTS IN ENTERTAINMENT.

Rank Strand Electric, PO Box 70, Great West Road, Brentford, Middlesex. TW9 9HR. Tel: 01-568 9222
A Division of Rank Audio Visual Limited.

MUSIC TEACHER

Whether you teach music in school or privately you will find the contents of MUSIC TEACHER a great help.

Analyses of the G.C.E. set work, teaching notes of the various graded piano examinations, reviews of new music, books, and records, and the useful 'Question Box' are regular features.

Editor—David Renouf.

The October issue includes articles on Michael Tippett by Eric Walter White and the preparation of a multi-media musical in a Derbyshire comprehensive school by Tony Gray, and the score of *Carols for Christmas* by Laura Campbell.

The November issue includes articles on George Self's music for young people by Brian Scholten and a pop music as a CSE option by Tony Attwood.

Try MUSIC TEACHER for yourself by sending 80p for the above two issues. This October issue will be posted immediately and the November issue on publication. Just complete the form (below) and post it with your remittance. This form may also be used for a full year's subscription (12 issues £5.40p). Alternatively, copies can be obtained by placing a regular order with your newsagent—price 55p per copy. This saves postage.

To: Subscription Dept, EVANS, Moniegué House, Russell Square, London, WC1B 5BX.
Please send the October and November issues of MUSIC TEACHER. I enclose remittance for 80p.

Please send me MUSIC TEACHER for one year. I enclose remittance for £5.40p. Delete as necessary.

Name

Address

(Block capitals please) TGS

YORKSHIRE'S MUSIC SCENE

A new television series for older pupils. By David Hall, education officer, Yorkshire Television

Knowing of the need for worthwhile television music programmes at upper secondary level, Yorkshire Television has produced a new series, Music Scene, aimed at a general audience of older pupils. It is being transmitted fortnightly throughout the television season, network, and aims to stimulate discussion and interest in music and music-making.

Because of the wide age and ability range that the series is intended for, the programme has been devised to allow people either for further work on simple topics of musical language for general discussion arising from the musical events shown, and it is hoped that many teachers will be able to utilize both strands effectively. This approach has resulted in

most of the programmes having a two-fold structure. Usually the opening section is broadly instructional with the emphasis on certain basic questions that pupils often ask in school—"what makes a good tune?"—"what do you mean by the key of a piece?"

The second part of the programme consists of a filmed item dealing with a musical event of general interest. This hope is the teachers of every kind of class, musical and non-musical, will thus be able to take something of value from some part of the programme.

In the series, as a whole, certain themes recur from time to time which make good discussion pegs for a variety of social, as well as musical reasons. And the series will be used not only by

music specialists but also by the new specialist teacher who simply enjoys listening to a wide range of music and who will be able to use the series as a means of stimulating pupils to widen their own musical horizons.

Music Scene is transmitted fortnightly in all ITV regions on Monday at 11.30 and repeated on Wednesday at 9.45. The series will be repeated in 1976-77.

DO NOT MISS THE OPPORTUNITY of presenting that one musical event in your college, school, church or musical society. We attend anywhere in Britain and offer you the chance to have your own programme recorded. (Your programme may be as simple as a song or as complex as a symphony. We will also duplicate cassette and provide you with a copy of the recording. Please send your programme to: Rank Strand Electric, PO Box 70, Great West Road, Brentford, Middlesex. TW9 9HR. Tel: 01-568 9222.

Let the Children Sing the Songs of MERVYN DALE. For unison, 2, 3 or 4-part Chorus. 16 Silly Songs—8 Nonsense Songs—The Canine Rhymes in Let the Children Sing. Book 1, and many other Song Titles by Mervyn Dale also available direct from EDWIN ASHDOWN Ltd., 275/281, Cricklewood Broadway, London, NW2, or from your local Music Shop.

Special Concert for Children Sat. morning, 17th Dec. 1975, at 11.00, the Windsor Hall, Windsor, Berks. Tickets £1.50, £1.00, 75p, 50p, 25p and usual adults. 2.50. With special programmes.

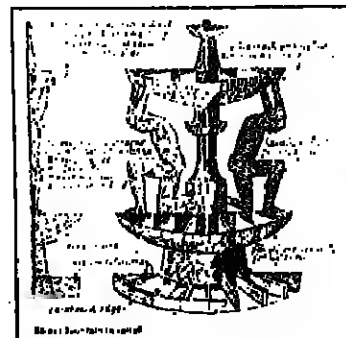
TEACHERS' PARENTS

Use the unique FOOTER RENTAL PLAN available to schools and parents through the school to enable the student to have the use of an instrument without large initial outlay.

EXAMPLE: Regent Ab Claretine outfit Price £88.85, Rental £11.00.

Full details from: Chas. E. Foote Ltd., 17 Golden Square, London, W1. Tel: 497 1811. Est. 85 Yrs.

Stage Crafts



selecting area
armour
costume accessories
design
flats
lighting
make-up & masks
painting & printing
properties
rostra

Written & Illustrated
by Chris Hoggett

A marvellously detailed handbook of practical information and suggestions, distilling Chris Hoggett's twenty years' experience of stage crafts. Hundreds of his own drawings explain aspects of staging from building the stage to the make-up of witches and photographs show school productions in which his ideas have been put to work effectively.

'This must surely be the book that everyone in any way concerned with the visual aspects of a production has been waiting for.' *Amateur Stage*

£5.95 Adam & Charles Black

If It's In Print — We'll Have It!

We stock every play from all the leading Publishers, English and American, and technical books on acting, production, make-up, mime, criticism, lighting etc

Ask for our Technical List, our Sound Effects Leaflet and to be put on our mailing list—they're all FREE!

French's
B THEATRE BOOKSHOP

The Bookshop that knows about the Theatre

26 Southampton Street Strand London WC2E 7JE



CRAIGIE COLLEGE OF
EDUCATION, AYR

NATIONAL INSERVICE COURSE

DRAMA IN EDUCATION

FOR THE TEN TO
THIRTEEN-YEAR-OLD CHILD

21st to 28th MARCH 1976

Accommodation is available in the College Residence and the In-Service residential fee for the course will be £25. Application forms and further information may be obtained from the Vice-Principal, Craigie College of Education, AYR KA8 6SR, telephone number AYR (0292) 60321.

ADVANCED CERTIFICATE IN SPEECH AND DRAMA

This one-year full-time course in Education Drama is designed to equip experienced teachers for posts of responsibility in speech and drama. Secondment may be granted.

Full details and application forms from The Registrar, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

AVAILABLE NOW FROM:

eda
CREATIVE DRAMA
Vol 1, No 7

the magazine for the drama specialist, also in stock.

DRAMA AND HANDICAPPED CHILDREN, by Ian Peile, price 50p including p. & a.

DRAMA WITH SUBNORMAL ADULTS, by Peter Blaise, Eileen Leitch, and Dr. R. J. Garsley, price 50p including p. & a.

EXPERIENCE OF SPONTANEITY, by Peter Blaise, price 25p including p. & a.

TYPE RECORDINGS FROM 'THE ELADE SERIES OF CHORO DRAMA', price 25p including p. & a.

Obtainable from THE EDUCATIONAL DRAMA ASSOCIATION, DRAMA CENTRE, REARIDGE, 15A STREET SOUTH, BIRMINGHAM B5 6LQ



Mr Bop and two huns from "Mr Bop's Shop" pay a morning visit to a Liverpool infants' school.

PRIORITY EVERYMAN

A Merseyside experiment in community education threatened by the economic cutback. By Peter Brinson

Real danger threatens the theatre in education movement. As one of the newest educational resources, the methods and values of which are often questioned as they are misunderstood, these young professional companies are among the first casualties considered by education committees forced to reduce already inadequate budgets.

Among companies immediately in trouble are Coventry, which pioneered the movement from the Belgrade Theatre 10 years ago, the team at the Octagon Theatre, Bolton, and the Priority Everyman Community Theatre, Liverpool. Since the Coventry and Bolton companies are two of the most experienced in the business they might have been thought fairly safe. Not so, it seems. Funded from local authority money, as most companies are, their threatened situation well illustrates the future in store for many newer services in the current cutback.

It suggests also that last-in-first-out rules or percentage cuts across the board are short-sighted when applied as economy measures to small young services still counting their budgets in hundreds rather than thousands of pounds.

These services need fostering against the future, if only while marking time. To do otherwise is to throw away years of pioneer effort, sacrifice a development which has much more to give to the quality of life (including unemployed life) than has yet appeared, and scatter teams and experience which cannot quickly be re-assembled. The result is not economy, but waste.

What, then, can these teams give which makes them so worth keeping? Priority Everyman, in Liverpool, sums up the plus and minus. It consists of a company of six—four actors and two seconded teachers—under the direction of Paul Horman. It is unique in the sense that it is the only company brought into being specifically to work in an officially designated area of social and educational disadvantage.

Launched on January 1, 1973, with funds mostly from Gulbenkian, but also from the Everyman Theatre and Liverpool Teachers' Centre (formerly called Priority), the Priority Everyman Company is based at the centre but administered from the Everyman Theatre. The idea of Eric Midwinter and Paul Horman, the scheme attracted Gulbenkian interest because of the foundation's belief that the arts, including theatre and drama in their widest sense, have a contribution to make to inner city areas and areas of special need or concentration which, as yet, has hardly been explored and is only dimly perceived by those involved. If true, this means that the arts in such areas should command a top priority for funds rather than the low priority and cutback they now receive. Merseyside, in every sense, is such an area.

The present crisis in Priority Everyman's efforts thus raises not

from any criticism of the company's work in the classroom but from economic cutback and a consequent decision by the education authority not to assume financial responsibility once grant funds run out at the end of March next year.

The authority's reluctance could lead to the disappearance of a unit which has begun to show a valuable, all too rare, additional resource for educational priority. In so now a context three years' experience can only indicate possibilities: it cannot demonstrate the full potential service to schools and pupils, children and adults within a clearly defined, intensely deprived community.

Today this service reaches 40 or so infant and junior departments, seeking "to use the child's social environment as a learning resource". Work, of course, follows the school year, programmes taking the form of dramatized events based on a community-oriented topic or theme often inspired by something in the news or a local talking point.

The team created its classroom programmes slowly, beginning with a number of visits to each school to establish confidence and a working relationship. But all the early visits, therefore, were for programme purposes but rather for liaison, for informal discussion, to give individual drama lessons, or help or attend a school function. A particular aim was to find at least one member of staff with whom a personal and continuing collaboration could begin.

In this way the team attracted a 100 per cent coverage of schools originally grouped together for another purpose. Thus from the start they were operating in a manner contrary to normal TIE practice. Most teams would expect to serve only a fraction of schools in their catchment area.

Priority Everyman has tried to reach every class and teacher in the chosen schools, within that is, the unique framework provided by Priority as inheritor of the Liverpool EPA. Having reached its teachers and children, the team has tried to learn the lessons slowly build up a body of experience about work under the special deprivations and rewards of educational priority.

To date nearly a dozen projects, or programmes, have been created, the most indicating content: *Television—Box and Bogen* encourages a critical awareness of what goes into the making of television programmes; *Work*, a half-day programme for two juniors and first year secondary pupils, explores through a dramatic game the idea of work in society, its meaning, value and rewards; *What happened to the Postman?*, a drama programme for one infant class lasting about 30 minutes, performed at ball or classroom without fixed script so that it can be adapted to particular surroundings. Other programmes deal with *Transport*, *Com*, *Mass Media* and so on. The pattern is clear.

Each programme takes at least

three weeks to research and prepare plus discussions with teachers which often lead to substantial changes. It has been remarkable how varied can be the expectations of teachers before a programme and how often after a programme there is pleased surprise at individual responses—the commitment of who have been marked down as naughty or inattentive children; the emergence of fluent speakers from the ranks of poor writers.

Success in the form of response comes more readily with the youngest children; and it has not been easy always to maintain an adequate teacher contact in EPA conditions. About 15 per cent of teachers contacted changed schools in the scheme's first year. Five heads in the same and five schools moved into new buildings.

Of the 22 teachers who attended the town's first workshop on the use of video, eight were no longer working in the same school a year later. Nevertheless, the team has attracted a growing number of teachers in its regular weekly drama workshops supplemented by drama courses under the aegis of Liverpool Teachers' Centre. In addition, it has developed a significant circle of fringe activities, including youth theatre performances at the Walker Art Gallery, street theatre and programmes for parents.

An ambitious programme at the end of this month and early November presents three visiting TIE teams on Merseyside plus a symposium to be chaired by Bert Parnaby, TIE with national responsibility for drama. Thus in a sense the debate around Everyman Priority achieves a national focus in which local authorities as well as the newly formed Standing Conference of Young People's Theatre will need urgently to respond.

Peter Brinson is director, UK and British Commonwealth Branch, Calouste Gulbenkian Foundation, but stresses that these are his personal views.



Discussions after play "Down with Progress" on likely results of an imaginary local oil strike brought a good response from 11-12-year-olds and their mothers.

BEGINNERS PLEASE!

The Schools Council Project Drama 5-11.
By Tom Stabler, director



At this age, where does drama begin and end?

In recent years increasing recognition of the importance of drama in education has led to pressure for a more complete understanding of its nature and function and for clarification of its aims, methods and assessment. For despite expansion and development in the field, there is still uncertainty over these fundamental issues.

The Schools Council drama sub-committee have been concerned to improve matters and last year originated a major research project for the 10 to 15 age-range. But in turning their attention to the younger age groups, where the situation is perhaps more complex, the committee recognized the need for a greater awareness of present practice as the basis for a preliminary clarification of the difficulties.

A one-year survey was recommended to study the kinds of drama taking place and the objectives and values as seen by teachers. In particular, how they observe and foster the usefulness of dramatic activity in terms of children's educational experience and development. Forty schools, geographically and socially representative of those serving the five to 11 age-range, will participate in the survey.

What sort of working definition will the survey adopt? This question, really invites another—where does drama begin and end in school? It is recognizable in improvisation and in children's creative movement, but equally perhaps where infants dress up from the prop box or play imaginatively in the sand tray. So many curricular activities involve the ability to take so dramatic roles and encounter dramatically new situations and possibilities of self that pragmatic approach is necessary.

Such an approach underlines the complex relationship between drama and the curriculum. Because drama is so pervasive, it makes an important contribution to the total education of children but at the cost of uncertainty regarding its own definition and assessment. Consequently, basic questions lack satisfactory answers. How does drama relate to the changing needs and abilities of children? What kinds of structure and development are appropriate?

Between five and 11 children move from the dramatic possibilities intrinsic to much play towards a more conscious awareness of the relationship of language and a developing capacity to create, explore and understand within dramatic situations. But it is difficult to find consensus on the meaning and relevance of drama as a curriculum subject with its own developing qualities and skills for this age-range. The potential contribution of drama to children's development and learning is therefore often underestimated when the Bullock report spelt out the obvious and strong relationship between drama

and language, it concluded that in most schools drama has yet to realize its potential in helping children to communicate with others, to express their own feelings and thoughts and to gain confidence in a variety of contexts. Yet there are schools which have exploited some of the possibilities for language stimulation and development inherent in drama, extending and strengthening the ability of children to use the language resources of individual and group to meet the challenge of role and situation.

But, not surprisingly, uncertainty about the use of drama is reflected in the attitudes and approaches of many teachers who often seem unsure of their direction. To state this is not to overlook the great advances of recent years. More teachers than ever appreciate that dramatic forms of play exercise the imagination and develop understanding, that drama provides opportunities and promotes skills for children to create in a variety of forms, and that in so doing learning it offers scope in many areas of the curriculum. What these teachers now seek is greater insight to structure the kinds of dramatic experiences and challenges appropriate to children's needs. They need clarification on matters of organization, structure, assessment and development. Without this a more positive and constructive use of drama is improbable.

Preliminary returns from education authorities wishing to participate in the survey reflect these concerns and indicate many other issues on which clarification is sought. Not only do these include fundamental curricular relationships, like drama and language or drama as an integrative agent, but also more sharply focused aspects, such as the influence of role variety on learning or the qualities of drama encouraged by literature.

Some of the returns refer to resources, particularly limitations of space and staff. How far drama work between five and 11 should be guided by specialist teachers is a vexed question, but since it is sometimes crucial in determining the amount and kinds of drama in schools its implications are important and should be studied. Taken together, the variety of issues included in the returns confirms the need for a survey.

An effective study of drama in education depends largely upon the opportunities to see it in practice. Consequently, visits to schools for discussion and observation will form the basis of an increasing survey, allowing the study of interesting approaches and to note general strengths and difficulties. The results cannot give a complete picture but they should provide sufficient material to indicate how effectively drama is being used to the curriculum and help clarify the important issues.

A SCOTTISH MAGAZINE

International interest in ID (Information Drama). By Jean Reid

Hopes that the Scottish Education Department will recognize the need to establish a national centre for information drama in education in Scotland were expressed in a recent issue of ID, the magazine published by Moray House College of Education and edited by Mr Gareth Wardell, a member of the college drama department.

Since the magazine appeared last year, it has built up a subscription list of over 1,000, a number far beyond the total of drama teachers in Scotland. It is bought by individuals and local authorities, and read not only in England but also overseas. Contributions, now coming in at the rate of one a day, show the spread of interest in drama in education—in primary and secondary schools, colleges and further education, as well as theatre groups.

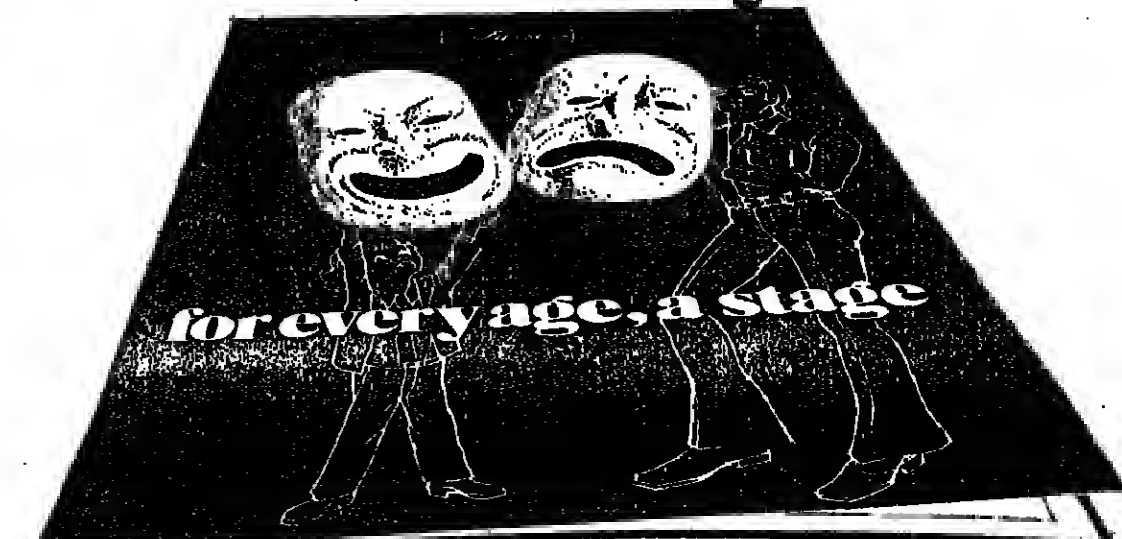
And ID's existence has focused attention on the need for information at all levels, for the Moray House department has been receiving an increasing number of calls from non-drama teachers working in all fields and drama specialists concerned with education, all wanting to know where to go for advice and materials. This growing demand, the magazine suggested, emphasized the urgent need for a central clearing house to serve as a single link locally and nationally, and the hope that the SED would set up a centre somewhere in Scotland.

In the present economic situation it is admitted, that hope is likely to be long-term. However, ID itself is partially freed from financial worries by a grant from the Calouste Gulbenkian Foundation which will offset the 25 per cent rise in costs and allow some expenditure on theatre groups.

particularity in the built-up of a comprehensive library. Already the magazine receives about 20 books a month for review, but if it is to provide a proper information service it must have a full range of materials available for consultation. Started with a £100 grant from the college, the magazine has managed to break even so far by charging £1 for three issues. It even continues to pay contributors for articles and book reviews. But its surprising success would seem to depend on its friendly approach, its attractive presentation and its wealth of interest.

The summer issue, for instance, outlined specific projects for primary and RSLA pupils, discussed the use of drama in special education, described a theatre arts centre and a children's theatre. The current issue has articles on drama and CCTV, on the National Theatre for the Deaf, and on several aspects of work with puppets.

Send for this to-day



& let Furse bring drama into their lives...with new equipment Paks

To W.J. Furse & Co. Ltd., Theatre Div., Traffic St., Nottingham NG2 1NF, Tel (0502) 868213.
Please send your new stage equipment folder.

Name
Position
Address
A Crown House Company

ID INFORMATION FOR DRAMA

WHAT? A DRAMA MAGAZINE WITH THE EMPHASIS FIRMLY ON EDUCATIONAL DRAMA
WHY? TO KEEP SPECIALISTS AND NON-SPECIALISTS IN TOUCH WITH NEW TRENDS AND EVENTS IN DRAMA.
WHEN? PUBLISHED WINTER, SPRING AND SUMMER. £1 PER YEAR, POST FREE. SEND YOUR SUBSCRIPTION TO:
WHO? THE EDITOR, ID, DRAMA DEPARTMENT, MORAY HOUSE COLLEGE OF EDUCATION, HOLYROOD ROAD, EDINBURGH.

Also available, 1974/75 reprint issues—£1 inc. post.

TIMES CASSETTES A VALUABLE TEACHING AID

Two new Times Cassettes
released today
are of special interest
to teachers

L An Hour with Damon Runyon

read by Al Muncini—60 minutes.

Four of the finest short stories from this American master of the genre, which fully exemplify his command of character and situation and his brilliant, idiosyncratic use of language.

K Come Love with Me

with Jacqueline Stubbins, Peter Jeffrey and
Ian Gelder—55 minutes.

A selection of English love poetry, from John Donne to Thom Gunn, from Herrick to MacNeice, interwoven with music and arranged to show the development of five themes.

Also available:

E Dr Faustus adapted by John Peter. 54 minutes

D An hour with Edgar Allan Poe read by Edgar Lustgarten. 60 minutes.

F Enjoying Bach Harpsichord Music contemporary by Felix Aprahamian, played by Collin Tilney. 60 minutes.

G Enjoying Chopin Felix Aprahamian with prize-winning pianist Martin Tiro. 60 minutes.

Available, price £2.95, post free, from
Times Newspapers Ltd.,
32 Wharf Road,
London N1 7SD.

CULTURE FOR DEMOCRACY

The arts centres and the schools. By Alec Davison, director,
Cockpit Theatre and Arts Workshop

There are 400 new arts centres all over the country which have grown up in the last 15 years. The recently formed National Association of Arts Centres estimated in their submission to the Lord Redcliffe-Maud inquiry last year that support for the arts that by the late 1980s this figure could exceed 1,000, even despite the economic hiatus. Here is the fastest growing field of arts work in Britain and one that holds the development of theatre-in-education, in the broad sense of the recent Gullenden report, is slowly transforming our concept of making the arts accessible for every man at all stages of life.

The arts centre movement springs from the acute socio-political needs that generated the comprehensive school and the rediscovery of community awareness. It is a piecemeal, grassroots, spontaneously conceived campaign, led by local creative firebrands, often against great odds. But it is winning through. The world and has been recognized by the Labour Party in its new discussion paper on a policy for the arts as the area of our greatest hope for the democratization of culture.

Yet it is sadly true that the education service is in general still oblivious of its enormous potential. While the Schools Council and the Department of Education and Science recently undertook surveys of museums in education and actors in schools, they have formally refused to survey the even larger untapped national resource of arts science in their secondary schools. In the framework of a movement that is essentially educational and which aims to build bridges between ages, classes, community divisions and the arts this is a great loss. For with the intervention of secondary schools and the local arts centre, here would be an ideal way of bridging that gap between arts activities in schools and the art culture of the adult world.

With that gap remaining, much of the good arts work in the secondary school comes to nothing in terms of continued involvement. A survey by the Greater London Arts Association, one of the national associations who now cover England and Wales in co-ordinate regional affairs, showed in the early 1970s evidence of the fall-out among those young people enthusiastically engaged in extra-curricular school arts activities, by some three years after leaving school.

This loss also has considerable effect on the work of arts centres. Instead of creative and expressive activities being a normal continuation of processes in which we have all been initiated at school, as with libraries and sports centres, they have to be pioneered anew by every arts centre with a missionary zeal often hidden under a clown's cap and bells. It is this concern that distinguishes the new arts centre from the older amateur clubs or the solely performance-orientated new theatres of the 1950s.

Now, in distinctive style, most centres use their base as a springboard into the neighbourhood or region and in some fashion take to the road. From the Bedford Centre in Devon, the Orchard Company tours are launched into pubs, church halls, seaside resorts and rural towns. The Breconshire theatre company radiates from their centre into coal-mining towns in the valleys and villages in the hills. In London Inter-Art has their fun buses for the streets and the Bubble Theatre have their tents for the parks.

But the region is not the only determining factor that makes each arts centre totally different from each other, so that there is no plan or control to be "typical". Buildings vary, some are novel conversions, others purpose-built.

Sonia centres are solely for amateurs to take part, some only present the work of professionals, many mix the two. There are those that are bound mainly to one art form, dancing at excellence, others as community expression, or as arts barriers. Some are for every age group, others primarily for young people, or students, or the middle-aged. Some are funded by



The Cockpit Outreach Community Arts team on a tour of Westminster youth clubs with a project on football hooliganism.

trusts, others by the Arts Council, more by local authorities, some by all of these.

What, however, will be common to them all and is well reflected in the new Central Office of Information-DES publication *Arts with the People* is the exuberance, commitment and joie de vivre of such enterprises contrasting often with the grim social situation where they find themselves. Here there will be genuine recreation, a most positive and fulfilling use of leisure that brings people together in celebration as well as earnest concentration. Here we can give feelings a form in symbolic ways, drawing upon the often much neglected lower worlds of our experience that are so frequently denied in deadening jobs that only suppress real individuality. Here is something to live for. It is no exaggeration to claim that a nation's health is witnessed in the quality of life as expressed through the sharing of its creative endeavours.

This certainly is the claim of the National Association of Arts Centres. "It is our conviction that the spontaneous development of this field of activity in this country, in Europe and in America is not only the expression of a deeply felt need, but is central to the quality of life of each individual within the community. The establishment of arts centres will be of the same social and cultural importance in the last quarter of the twentieth century as the creation of a free library service was in the first quarter, and the development of universally accessible continuing education was in the mid-century. The social and cultural importance and usefulness of the arts, as well as their educational and humanistic role should be made increasingly clear to the general public and funding agencies alike."

The education service of all areas of society should need the least persuasion of this truth. Yet the blatant lack of support and encouragement by many L.E.A.s for the arts centres in their region is in many parts of the country little short of disastrous and more than shortsighted because it prevents any possibility of fruition from what might be budding in the senior part of the secondary school. The effort and dedication of arts teachers is so frequently wasted and the potential of school leavers blunted when the end of school means the end of contact with the arts for a lifetime.

Many arts centres could be used much more fully during the day time. Frequently they are well equipped, are involved with practising artists and have contacts with lively amateurs or creative stimulators in a wide variety of arts media who have much to offer young people or adults. Here would be a specialist working space, often available for a whole day, that would act as a resource of complementary education for many schools and colleges.

Few schools are geared to the possibility of a class group working for a whole day in a workshop or studio and yet, as many arts teachers know, this is the only way of

exploring a concern in the arts to any depth or meaning. Single periods in the timetable are invariably non-starters. Not only this a stimulus for the pupils but for the teachers too. Here is a chance to work with creative staff from the arts centre itself, a television form of in-service education; new ideas, approaches and techniques are experienced and the pupils seen in a new light.

A few educational authorities have already been far-sighted enough to appreciate some of their needs in providing a centre both as learning and as a bridge. It was probably Aberdeen with its Children's Theatre that led the way but in the past 10 years over 20 centres have been built or converted often within youth service finances. More recent arrivals are the purpose-built Brylax in Kingston, the converted church at Willesden for Mooshae, an offshoot of Theatre Centre, and Lunover Hall in Cardiff.

As financial difficulties burgeon in undertaking major new ventures, many authorities are now adding to their specialist arts teachers centres, whether in drama, music or art, staffing for evening and holiday projects with young people as well as after-school in Burking, Havering, Newham, Redbridge and Waltham Forest are especially active in this. Rightly the former London Education Authority have possibly been the most active in this field. In the 1960s they hoped to build or convert a youth arts centre in every borough. Of these, the new half way there. Of these, the Greenwich Young People's Theatre and the Cockpit Arts Workshop field over 30 full-time members of staff each and remain open seven days a week for 50 weeks of the year; Greenwich in a converted church and the Cockpit in concrete and brick purpose built.

Such enterprises point the way in the future. They emphasize that on arts centre is a peculiar blend of social service, education, leisure and entertainment provision.



Join the academic numbers
every Friday

THE TIMES Higher Education SUPPLEMENT

Obtainable at newsagents every Friday—Price 12p

LONDON COLLEGE OF MUSIC
Directors: W. S. Lloyd Webber, D. Lloyd Webber, F.R.C.M.
FULL TIME COURSES
GRADUATE SCHOOL MUSIC (Performance or Teaching) 3 Years
JUNIOR DEPARTMENT
on Saturday morning
Outside from The Registry,
47, Gt. Marlborough St., W1V 2AE.

JOHN HASSELL RECORDINGS
21 Nassau Road, London E11 3JF
specialists in recording
School Chorus and Orchestras
Quality gramophone records
manufactured from your tapes
or our mobile sessions.

JOIN THE PROFESSIONALS!
If you require: Artists, Costumes, Jewellery, Make-up, Swords, etc., ready to:
Charles H. Fox Ltd (01-540 2111)
for the hire of character costumes, school leavers, the widest range of professional make-up in the United Kingdom (including Mac Factor, Kyolans, Elyse, etc.)
Robert White & Sons (01-598 8227)
for the hire of Armour, Swords, etc. Costume Jewellery and Corollation Regalia. Replicas for sale or hire.
28 Shelton Street, London WC2N 8HX
Members of the Theatrical Trade Association
Access Card Accepted

LONDON DRAMA
The Magazine of Theatre and Drama in London Education
The Official Journal of London Drama, an organization comprising the London Schools' Drama Association and other organizations concerned with Theatre and Drama in Education (including Further Education) in the Inner London area.
Price 35p, post paid
Published twice annually
Annual sub. 70p post paid
STACEY PUBLICATIONS
1 Hawthorne Rd., Hayes
Bramley, Kent

John Hassell

HIGH SCHOOL
 CON. 102.
 1976:
 PHYSICAL, 1964, 1965
 1967 and 1968
 1969 and 1970
 1971 and 1972
 1973 and 1974
 1975 and 1976
 1977 and 1978
 1979 and 1980
 1981 and 1982
 1983 and 1984
 1985 and 1986
 1987 and 1988
 1989 and 1990
 1991 and 1992
 1993 and 1994
 1995 and 1996
 1997 and 1998
 1999 and 2000
 2001 and 2002
 2003 and 2004
 2005 and 2006
 2007 and 2008
 2009 and 2010
 2011 and 2012
 2013 and 2014
 2015 and 2016
 2017 and 2018
 2019 and 2020
 2021 and 2022
 2023 and 2024
 2025 and 2026
 2027 and 2028
 2029 and 2030
 2031 and 2032
 2033 and 2034
 2035 and 2036
 2037 and 2038
 2039 and 2040
 2041 and 2042
 2043 and 2044
 2045 and 2046
 2047 and 2048
 2049 and 2050
 2051 and 2052
 2053 and 2054
 2055 and 2056
 2057 and 2058
 2059 and 2060
 2061 and 2062
 2063 and 2064
 2065 and 2066
 2067 and 2068
 2069 and 2070
 2071 and 2072
 2073 and 2074
 2075 and 2076
 2077 and 2078
 2079 and 2080
 2081 and 2082
 2083 and 2084
 2085 and 2086
 2087 and 2088
 2089 and 2090
 2091 and 2092
 2093 and 2094
 2095 and 2096
 2097 and 2098
 2099 and 2100
 2101 and 2102
 2103 and 2104
 2105 and 2106
 2107 and 2108
 2109 and 2110
 2111 and 2112
 2113 and 2114
 2115 and 2116
 2117 and 2118
 2119 and 2120
 2121 and 2122
 2123 and 2124
 2125 and 2126
 2127 and 2128
 2129 and 2130
 2131 and 2132
 2133 and 2134
 2135 and 2136
 2137 and 2138
 2139 and 2140
 2141 and 2142
 2143 and 2144
 2145 and 2146
 2147 and 2148
 2149 and 2150
 2151 and 2152
 2153 and 2154
 2155 and 2156
 2157 and 2158
 2159 and 2160
 2161 and 2162
 2163 and 2164
 2165 and 2166
 2167 and 2168
 2169 and 2170
 2171 and 2172
 2173 and 2174
 2175 and 2176
 2177 and 2178
 2179 and 2180
 2181 and 2182
 2183 and 2184
 2185 and 2186
 2187 and 2188
 2189 and 2190
 2191 and 2192
 2193 and 2194
 2195 and 2196
 2197 and 2198
 2199 and 2200
 2201 and 2202
 2203 and 2204
 2205 and 2206
 2207 and 2208
 2209 and 2210
 2211 and 2212
 2213 and 2214
 2215 and 2216
 2217 and 2218
 2219 and 2220
 2221 and 2222
 2223 and 2224
 2225 and 2226
 2227 and 2228
 2229 and 2230
 2231 and 2232
 2233 and 2234
 2235 and 2236
 2237 and 2238
 2239 and 2240
 2241 and 2242
 2243 and 2244
 2245 and 2246
 2247 and 2248
 2249 and 2250
 2251 and 2252
 2253 and 2254
 2255 and 2256
 2257 and 2258
 2259 and 2260
 2261 and 2262
 2263 and 2264
 2265 and 2266
 2267 and 2268
 2269 and 2270
 2271 and 2272
 2273 and 2274
 2275 and 2276
 2277 and 2278
 2279 and 2280
 2281 and 2282
 2283 and 2284
 2285 and 2286
 2287 and 2288
 2289 and 2290
 2291 and 2292
 2293 and 2294
 2295 and 2296
 2297 and 2298
 2299 and 2300
 2301 and 2302
 2303 and 2304
 2305 and 2306
 2307 and 2308
 2309 and 2310
 2311 and 2312
 2313 and 2314
 2315 and 2316
 2317 and 2318
 2319 and 2320
 2321 and 2322
 2323 and 2324
 2325 and 2326
 2327 and 2328
 2329 and 2330
 2331 and 2332
 2333 and 2334
 2335 and 2336
 2337 and 2338
 2339 and 2340
 2341 and 2342
 2343 and 2344
 2345 and 2346
 2347 and 2348
 2349 and 2350
 2351 and 2352
 2353 and 2354
 2355 and 2356
 2357 and 2358
 2359 and 2360
 2361 and 2362
 2363 and 2364
 2365 and 2366
 2367 and 2368
 2369 and 2370
 2371 and 2372
 2373 and 2374
 2375 and 2376
 2377 and 2378
 2379 and 2380
 2381 and 2382
 2383 and 2384
 2385 and 2386
 2387 and 2388
 2389 and 2390
 2391 and 2392
 2393 and 2394
 2395 and 2396
 2397 and 2398
 2399 and 2400
 2401 and 2402
 2403 and 2404
 2405 and 2406
 2407 and 2408
 2409 and 2410
 2411 and 2412
 2413 and 2414
 2415 and 2416
 2417 and 2418
 2419 and 2420
 2421 and 2422
 2423 and 2424
 2425 and 2426
 2427 and 2428
 2429 and 2430
 2431 and 2432
 2433 and 2434
 2435 and 2436
 2437 and 2438
 2439 and 2440
 2441 and 2442
 2443 and 2444
 2445 and 2446
 2447 and 2448
 2449 and 2450
 2451 and 2452
 2453 and 2454
 2455 and 2456
 2457 and 2458
 2459 and 2460
 2461 and 2462
 2463 and 2464
 2465 and 2466
 2467 and 2468
 2469 and 2470
 2471 and 2472
 2473 and 2474
 2475 and 2476
 2477 and 2478
 2479 and 2480
 2481 and 2482
 2483 and 2484
 2485 and 2486
 2487 and 2488
 2489 and 2490
 2491 and 2492
 2493 and 2494
 2495 and 2496
 2497 and 2498
 2499 and 2500
 2501 and 2502
 2503 and 2504
 2505 and 2506

**Phone Dennis Styles
in London on
01-837 1234 or
Advertisement Manager in
Scotland on
031-225 6875 and
get all the facts and
figures.
The Times
Educational
Supplement.**

[illegible]

COLLEGES OF FURTHER EDUCATION

WIRRAL (Merseyside) Wirral College of Further Education, Wirral, Merseyside. Applications for 1976-77 intake. Details on page 14.

WIRRAL (Merseyside) Wirral College of Further Education, Wirral, Merseyside. Applications for 1976-77 intake. Details on page 14.

Colleges and Departments of Art

ROCHDALE (Greater Manchester) Rochdale College of Art, Rochdale, Greater Manchester. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

WILTSHIRE (Wiltshire) Wiltshire College of Further Education, Wiltshire. Applications for 1976-77 intake. Details on page 14.

Polytechnics

WOLVERHAMPTON (Staffordshire) Wolverhampton Polytechnic, Wolverhampton, Staffordshire. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

Universities

BATH (Somerset) University of Bath, Bath, Somerset. Applications for 1976-77 intake. Details on page 14.

Polytechnics

WOLVERHAMPTON (Staffordshire) Wolverhampton Polytechnic, Wolverhampton, Staffordshire. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

NOTTINGHAM (Nottinghamshire) University of Nottingham, Nottingham, Nottinghamshire. Applications for 1976-77 intake. Details on page 14.

Polytechnics

WOLVERHAMPTON (Staffordshire) Wolverhampton Polytechnic, Wolverhampton, Staffordshire. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

PAPUA NEW GUINEA

THE UNIVERSITY OF PAPUA NEW GUINEA (Papua New Guinea) University of Papua New Guinea, Port Moresby, Papua New Guinea. Applications for 1976-77 intake. Details on page 14.

Polytechnics

WOLVERHAMPTON (Staffordshire) Wolverhampton Polytechnic, Wolverhampton, Staffordshire. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

Colleges of Education

BIRMINGHAM (West Midlands) Birmingham College of Education, Birmingham, West Midlands. Applications for 1976-77 intake. Details on page 14.

Polytechnics

WOLVERHAMPTON (Staffordshire) Wolverhampton Polytechnic, Wolverhampton, Staffordshire. Applications for 1976-77 intake. Details on page 14.

Education Overseas Botswana

Educational Broadcasting Officer

With the school's Broadcasting Unit, to undertake the preparation and broadcast of programmes; to arrange and supply lesson notes, visual aids etc.; to supervise equipment at all levels; to maintain statistics of listeners, reception and feedback from schools; to administer the Unit; to maintain constant revision of syllabuses; to train and advise all members of the Unit. Applicants should have experience in teaching and educational practice together with special qualifications or previous experience in the broadcast of educational radio programmes. Teacher training experience an advantage. Appointment for 2-3 years. Salary in range £3,110-£4,400 p.a. which includes an allowance, normally tax free, in range £220-£1,500 p.a.

Seychelles

Teacher Education Lecturer—Science and Mathematics

At the Teacher Training College, Mahe, to teach Mathematics and/or Science up to 'O' level. Applicants should be graduates in Physical Science and Mathematics with a post-graduate teaching qualification in Physical Science and Modern Mathematics. Interest in Arts and Crafts and post-graduate degree involving Educational Studies desirable. Appointment for 2-3 years. Salary in range £3,250-£3,920 p.a. which includes an allowance, normally tax-free, in range £282-£2,154 p.a.

Solomon Islands

Teachers—(a) Commerce/Economics/Accounts (b) Home Economics

At the Government Secondary School to teach up to 'O' level throughout the school; to assist with boarding school duties and extra-curricular activities. Applicants, aged up to 40, should be trained graduates with relevant experience, preferably at boarding schools overseas; a good Diploma in an acceptable qualification for the Home Economics or Commerce/Economics/Accounts. Appointment for 3 years. Salary in range £2,750-£3,615 p.a. which includes an allowance, normally tax-free, in range £1,880-£3,878 p.a.

Other benefits (all posts) include terminal gratuity of 25 per cent of basic salary, free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to \$500 and an interest free purchase loan of up to \$500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to: Appointment Officer,

Ministry of Overseas Development

Room 301, Eland House, Step Place, London SW1E 6DH.

Western Australian Education Department

ADVISORY TEACHERS OF PRE-SCHOOL EDUCATION

Applications are invited from suitably qualified persons for the above positions in the Perth area. Applicants must be trained teachers with a qualification and experience in early childhood education. Kindergarten experience is an added advantage.

DUTIES: To provide advisory services to teachers in pre-primary centres attached to departmental schools. One position requires training and experience in dealing with handicapped children.

Salary Ranges:—

ADVISORY TEACHER GRADE II (4-year trained) \$A8,642-\$A11,833

ADVISORY TEACHER GRADE I (4-year trained) \$A11,798-\$A12,908

Detailed application, including a curriculum vitae, two testimonials and the names of two referees, should be submitted, not later than 7th November, 1975, to:—

The Migration Liaison Officer, Western Australia House, 115 Strand, LONDON WC2R 0AJ

Telephone: 01-240 2881

Further particulars may be obtained from the above address.

Closing date for applications: 21st November, 1975.

Applications are invited from suitably qualified persons for the above positions.

The College is situated in a nearby northern suburb of Perth.

Several permanent lecturing positions will fall vacant due to resignations as from the end of 1975. The Department is seeking replacement staff with high qualifications and appropriate experience which will enable them to participate in a creative way in the continuing development and teaching of its present Diplomas of Teaching courses. Persons appointed would be expected to be capable of accommodating to degree level teaching in the future. Senior Tutors, Lecturers and Senior Lecturers will all be required to teach, but further responsibilities of organization and administration will be required of persons appointed as Lecturer and Senior Lecturer levels. Senior appointments would give opportunity for innovative course planning.

Appointees may be expected to work in one or more of the following areas:—

Australian Literature

Media Studies and Literature

Linguistics and Language Arts Methodology

Drama in Education

Creative Writing

Modern Language Education

Appointments will be made appropriate to the qualifications and experience of the applicants. Preference will be given to applicants with a higher degree in a relevant area and significant teaching experience.

General Salary:—

Senior Tutor Approx. £8,317-£7,288

Lecturer £7,288-£6,763

Senior Lecturer £9,876-£11,506

In addition, members of the academic staff may engage in a limited amount of professional work outside the College duties.

Travelling and removal expenses and settling in allowance are payable to appointees.

Conditions of service include access to a superannuation scheme, six weeks annual leave plus public holidays, three months long service leave on the completion of seven years service, sick leave, assisted study leave.

The commencing date normally would be 1 January 1976, but this is negotiable.

Detailed applications, including a curriculum vitae and names of three referees, should be submitted to:—

Migration Liaison Officer, Western Australia House, 115 Strand, LONDON, W.C.2

Further particulars may be obtained from the above address.

Closing date for applications: 21st November, 1975.

Applications are invited from suitably qualified persons for the above positions.

The College is situated in a nearby northern suburb of Perth.

Several permanent lecturing positions will fall vacant due to resignations as from the end of 1975. The Department is seeking replacement staff with high qualifications and appropriate experience which will enable them to participate in a creative way in the continuing development and teaching of its present Diplomas of Teaching courses. Persons appointed would be expected to be capable of accommodating to degree level teaching in the future. Senior Tutors, Lecturers and Senior Lecturers will all be required to teach, but further responsibilities of organization and administration will be required of persons appointed as Lecturer and Senior Lecturer levels. Senior appointments would give opportunity for innovative course planning.

Appointees may be expected to work in one or more of the following areas:—

Australian Literature

Media Studies and Literature

Linguistics and Language Arts Methodology

Drama in Education

Creative Writing

Modern Language Education

Appointments will be made appropriate to the qualifications and experience of the applicants. Preference will be given to applicants with a higher degree in a relevant area and significant teaching experience.

General Salary:—

Senior Tutor Approx. £8,317-£7,288

Lecturer £7,288-£6,763

Senior Lecturer £9,876-£11,506

In addition, members of the academic staff may engage in a limited amount of professional work outside the College duties.

Travelling and removal expenses and settling in allowance are payable to appointees.

Conditions of service include access to a superannuation scheme, six weeks annual leave plus public holidays, three months long service leave on the completion of seven years service, sick leave, assisted study leave.

The commencing date normally would be 1 January 1976, but this is negotiable.

Detailed applications, including a curriculum vitae and names of three referees, should be submitted to:—

Migration Liaison Officer, Western Australia House, 115 Strand, LONDON, W.C.2

Further particulars may be obtained from the above address.

Closing date for applications: 21st November, 1975.

HUNTINGTOWER SCHOOL

Melbourne, Australia

Is seeking a

PRINCIPAL

• Coeducational school for children of Christian Scientists
• Subprimary to University Entrance Standard
• Day and Boarding
• 200 Students
• Qualifications: Christian Scientist, Appropriate Academic, Teaching and Administrative qualifications and experience.

• Terms and Conditions: Subject to negotiation
• Date of Commencement: Negotiable
• Applications or enquiries to: The President, Huntingtower School, P.O. Box 192 Mount Waverley 3149 Victoria, Australia.

LIBYA AND JAPAN

There will be vacancies for

Teachers of English

as a

Foreign Language

at the

International Language Centre Schools

in Tripoli and Tokyo

lets this year and early next year

Experience appreciated but not essential. Candidates must have a degree or cert. ed. Four week training course in London.

Contracts: 1 year Tripoli; 2 years Japan, Outward and return fares paid.

For further information contact Teacher Selection Department, International House, 40 Shaftesbury Avenue, London W1V 6JH. Tel. 01-437 8187.

Closing date for applications: 21st November, 1975.

Applications are invited from suitably qualified persons for the above positions.

The College is situated in a nearby northern suburb of Perth.

Adult Education

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

NORTHAMPTONSHIRE
CAREERS SERVICECareers Officer
NORTHAMPTON

With responsibility for older pupils. The person appointed should have a degree or diploma and experience in the Careers Service. Salary will be on scale AP4 (£3,366 to £3,702 per annum). An essential car user's allowance is payable and the person appointed will be required to provide a car for which loan facilities are available.

Application forms are available from the Personnel Officer, County Hall, George Row, Northampton, tel. 34833, Ext. 5499, to whom they should be returned by 3rd November, 1975.

Lend your skills
to the Third World

Voluntary Service Overseas is recruiting about 600 teachers to work in challenging posts in both country and town areas in over 40 developing countries.

SECONDARY EDUCATION

English, commercial subjects, mathematics, physics, chemistry and rural science teachers wanted for a wide variety of posts including some in well-established secondary schools with scope for curriculum development and some in small isolated community schools operating on a self-help basis.

FURTHER EDUCATION

Primary school teachers with 1 or 2 years' teaching experience for posts in Primary Teacher Training Colleges, some primary schools, and to help with in-service

schemes. Some posts for TEFL in technical colleges and universities. Volunteer terms of service including payments of NI and Superannuation. Minimum period of service 2 years starting from September, 1976. Married couples welcome to apply provided both have relevant skills and no dependent children. For further details and application forms please contact:

Voluntary Service Overseas
(Ref. TES1/MCM)
14 Bishops Bridge Road
London W2 6AA (Tel: 01-262 2611/2465)



CAREERS OFFICERS

STOP A MINUTE!

There has been a big increase in the number of people applying for careers officers' posts. If you are a qualified careers officer, you should be aware of the fact that the demand for such posts is still high. This is because the Government is still keen to expand the careers service and to improve the quality of the staff. Therefore, if you are a qualified careers officer, you should be aware of the fact that the demand for such posts is still high.

We have five opportunities open to experienced careers officers. The first is a post in the County of Surrey, where you will be responsible for the development of the careers service and for the provision of a wide range of courses for adults. The second is a post in the County of Surrey, where you will be responsible for the development of the careers service and for the provision of a wide range of courses for adults. The third is a post in the County of Surrey, where you will be responsible for the development of the careers service and for the provision of a wide range of courses for adults. The fourth is a post in the County of Surrey, where you will be responsible for the development of the careers service and for the provision of a wide range of courses for adults. The fifth is a post in the County of Surrey, where you will be responsible for the development of the careers service and for the provision of a wide range of courses for adults.

CAREERS OFFICERS—Older/Abler Pupils—(3 Posts), Guildford (2) and Reigate (1)
To provide a service for academically able boys and girls attending maintained schools (including sixth form colleges) and independent schools and a range of other duties including the F.E.I.S.

THINK ABOUT SURREY

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

OXFORDSHIRE

ADULT EDUCATION
Applications are invited for the post of **Adult Education Officer** in the County of Oxfordshire. The post holder will be responsible for the development of the adult education service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the adult education service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the adult education service and for the provision of a wide range of courses for adults.

Community Homes
and Associated
Institutions

CHESHIRE
Applications are invited for the post of **Community Homes Officer** in the County of Cheshire. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

SUSSEX

JOINT MAYAN HOMES LTD.
Applications are invited for the post of **Community Homes Officer** in the County of Sussex. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the community homes service and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

CAMBRIDGESHIRE

THE VILLAGE COLLEGE
Applications are invited for the post of **Senior Community Education Officer** in the Village College, Bury, Cambs. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults. The post holder will be responsible for the development of the college and for the provision of a wide range of courses for adults.

Leicestershire

Careers Officers:
Salary £3,366-£4,095 p.a.

Further/Higher Education Specialist

Based in Leicester and responsible for the development of this work over the whole county.

Computer Aid to Vocational Guidance

To assist with the application and development of this project as part of work with more able pupils and officers.

Careers Officers:
Salary £2,127-£3,282 p.a.

To assist with the application and development of this project as part of work with more able pupils and officers.

Applications for these posts should be sent to the Director of Education, County Hall, Glenfield, Leicestershire, by 7th Nov.

CITY OF SHEFFIELD

Education Department
Careers Advisory Service

CAREERS OFFICER

£3825-£4095

A challenging job for two years

Because of the volume of unemployment, we are in a position to offer a specialist post of Careers Officer to help unemployed young people.

We are looking for someone with a real understanding of employment opportunities and problems at a time of recession with, at the same time, end of equal opportunities, ability to establish sympathy with unemployed young people. This is a job of exceptional challenge and interest, likely to last until March, 1977.

Should be qualified careers officers preferably with some industrial or similar experience. Candidates with other backgrounds will be considered, however. Application forms and further details may be obtained from the Chief Education Officer (tel. 574/4111), Room 87, Leopold Street, Sheffield S1 1RD. Completed applications should be returned by 7th November, 1975.



COUNTY COUNCIL

Education Department

SCIENCE ADVISER

Salary £5,172-£5,850

- Removal and disturbance allowance up to £500 subject to certain conditions.
- Lodging allowance up to £10 per week for six months.
- Challenging post in a delightful rural county.

Job specification and application form from the County Personnel Officer, County Hall, Trowbridge, Wiltshire BA14 8JB, quoting reference NA.75 341. Closing date November 10, 1975.

AREA INSPECTOR

(Male or female)

Due to retirement of the present holder we have a vacancy for the South Western Area (Oxford and Waverley), based Cullford.

Applicants should have had successful teaching experience, including some in senior posts and broad interests in education. Should also be familiar with recent developments, experienced in advisory work and knowledgeable about all levels of education.

All members of the Surrey Inspectorate, except the Chief Inspector, have annual responsibility for a group of schools in addition to some specialist responsibility and are part of an Area team. The Area Inspector for the S.W. Area will have overall responsibility for the work of the team of inspectors in this area.

Salary: £6,914-£7,431 (including Fringe Allowance).

Application forms and further particulars available on receipt of a stamped addressed envelope from County Education Officer (tel. 80), County Hall, Kingston upon Thames KT1 2DQ. Closing date 10 November.



SURREY
COUNTY COUNCIL



ESSEX COUNTY COUNCIL
Careers Service

Would you like to help us to
Help People:

Many young people entering
employment, colleges or universities
or changing their job?

We need a

Senior Careers Officer

(Post number CS.106) at Rayleigh to be responsible for the general administration of the careers office.

The man or woman who chooses will also carry out normal careers officer duties, and will work under the general direction of the Area Careers Officer.

Candidates should hold the Diploma of the Youth Employment Service Training Board or be university graduates or hold comparable qualifications. Relevant experience in teaching, industry or commerce is desirable.

Salary: £3,366-£3,702

Application forms and further details are available from the County Education Officer (G), Education Department, Thredneedle House, Market Road, Chelmsford CM1 1LD (Chelmsford 67222, Ext. 2808), to be returned within two weeks of the appearance of this advertisement.

Please state post number when applying.

Principal
Careers Officer

£4,950-£5,511

Inclusive of London Weighting

Newham, an East London suburb with a population of approximately 230,000, is seeking to recruit a Principal Careers Officer who will be responsible for the operational efficiency and development of the Newham Careers Service.

Applicants should possess a recognized qualification, have experience in the Careers Service or similar work together with relevant management experience. Application forms and further particulars from J. J. Warren, Chief Executive, Town Hall, East Ham, London E6 2RP (Ref. MS/LH) (telephone 01-472 1430, extension 301).

Closing date: 3rd November, 1975.



ESSEX COUNTY COUNCIL
Careers Service

Senior Careers
Officer A.P.4.

(£3,366-£3,702)

Applications are invited from men and women for the above post of the Southend Careers Office. Candidates should hold the Diploma of the Youth Employment Service Training Board or be university graduates or hold comparable qualifications. Experience in teaching, industry or commerce is desirable.

The person appointed will, in addition to the duties of a normal careers officer, be responsible for the general administration of the careers office and work under the general direction of the Area Careers Officer.

Application forms and further details are available from the County Education Officer (G) P.O. Box 47, Thredneedle House, Market Road, Chelmsford CM1 1LD (Chelmsford 67222, ext. 2808), to be returned within two weeks of the appearance of this advertisement. Please state post number CS.116 when applying.

Assistant
Education Officer

P.O. 1 (6-10) (£5,408 to £6,057)

This is a fourth-tier post in the Education Department, Hydon. You will work in close consultation with the Senior Assistant Education Officer (Finance and Administration) and control an annual budget of £20m.

You must have a detailed knowledge of the working of the education service and be experienced in preparing estimates and financial control. Possession of an appropriate professional qualification is desirable.

Careers Service
The Government are providing financial assistance to enable the following post to be created in the Knowsley Careers Service to deal exclusively with work in connection with unemployed young people. The financial assistance will stop in March, 1977. That if necessary the holder of the post will be regarded as supernumerary until he can be assimilated into the permanent establishment.

Unemployment
Specialist Officer

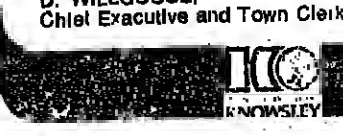
A.P. 4 (£3,366-£3,702)

You will be either an experienced careers officer with a particular aptitude for the work or someone with industrial experience, e.g. personnel/ training officer. You will be exclusively employed in dealing with the problems of finding work or training for unemployed young people. This will involve systematic contact with employers to canvass vacancies and the development of employer/finding service agency links plus individual work with unemployed young people. Casual user car allowance is payable. Telephone 051-545 5555 or write to the Personnel Officer, Municipal Buildings, Civic Centre, Kirkby, Liverpool L32 1TX, for an application form and further particulars. Closing date 30th October, 1975.

D. WILCOOSE

Chief Executive and Town Clerk.

Please state post number when applying.

Principal
Administrative Officer

(Special Schools and Special Services)
Salary PO 1 (15) (£4,800-£5,250)

The successful applicant will be responsible for the activities of the Special Schools and Special Services Section and will be expected to play a major part in the administration of Special Education and development of the services for handicapped pupils. Sound professional experience in Special Education, preferably including range of handicaps is required. Casual car user allowance. Housing accommodation available in appropriate cases.

Forms of application obtainable from and returnable to the Chief Executive, Town Hall, Bury, by 3rd November, 1975. (Telephone 051-704 8000, Ext. 6.) (4

86 Arts/Reviews

CINEMA

IN THE LIGHT OF RAY

Marie Seton

In cultural-linguistic diversity India can be compared with Europe, so sharp are the differences between the 18 states. Standardization exists in only one respect, movie-making, which has virtually no competition as entertainment. Despite production in numerous local languages, for more than 50 years Indian producers, distributors and exhibitors have been fearful of encouraging films deviating from traditional commercial categories and styles. Whether "mythologicals" or "socials", all Indian films have been star-studded and loaded with songs and dances. Only movies with Hindi dialogue originating in Bombay are assured of national commercial release. Drawn thus across the sub-continent, the Indian film industry has been built on Hindi films and the plushy Tamil pictures of immense length from Madras.

A limited exception long existed in Bengal. There, shortly after India's independence, Satyajit Ray and friends founded the first film society in Calcutta to present international cinema. By 1955, the year Ray's first film, *Pather Panchajanya*, was released, the central government, radio and press were enthusiastic about spreading film appreciation. There was a proliferation of film societies and in 1959 the Indian Federation of Film Societies was formed, thus providing a limited national basis for screening the films of Ray and other talented "off-beat" directors. At the end of 1961, the government-sponsored Film Institute of India opened in Poona. A handful of students from the main linguistic states were enrolled. The "new Indian cinema" resulted from the most determined of these students, whose films are mainly screened by India's film societies.

EXHIBITION

RUSSIAN LANDSCAPE: PERSONAL RESPONSES

Bernard Denvir

One of the most emancipating things which has been happening recently in the area of taste and judgment is that we no longer have to adhere to those fundamentalist ways of assessing art which were obligatory a decade or so ago. We do not adhere universally to the notion that the virtues of an artefact can be registered in direct inversion to its popularity in, or that any painting which endeavours to present a perceptual and figurative interpretation of visual reality is inevitably damned.

It is possible, therefore, to visit the current exhibition of *Landscape Masterpieces from Soviet Museums at the Royal Academy* (until November 30, and then showing at the Glasgow Art Gallery and Museum from December 18 until January 23, 1976) without paying too zealous attention to the fact that none of the artists were either unknown or underrated. That their more advanced contemporaries in Russia and elsewhere were not so well known, and that the collection of very pleasant pictures many of them beautifully painted and imaginatively composed, all of them adding immensely to our knowledge, and understanding of a country with which most of us are familiar only through its music and literature.

I do not entirely agree with Mrs. E. Krotkovich that the artists of the late nineteenth century "give us a full picture of a Russia coloured by their civic and patriotic feelings" or that those of "today" "ethically seek the essence of their ethnic outlook and the basis of their own creative forces in the history of the people's culture". Those who write introductions to



Detail from "View from the window of the Moscow School of Painting" by S. I. Suetovskiy.

catalogues of official exhibitions must always make the appropriate verbal gestures, but in fact most of these paintings seem to be inspired by a much more personal and direct response to the landscapes which they present, a response which succeeds, in a great many instances, in conveying a sense of the physical reality of Russia which supplements that which we get from their writers.

In Russia, the middle ages persisted into the seventeenth century, and there are three icons from the Tretyakov Gallery which suggest, beneath their archaic forms, an unbelievable almost to realize that they were painted during the

lapse of eight hundred years close to the small town of Sagar. Here K. V. S. Subbanna, publisher, writer, dancer and agriculturist has, with his multifarious schemes, proved that remote Indian villagers are responsive to new ideas.

Adoor Gopalakrishnan of Kerala, and a handful of friends, went to Poona to gain cinematic training. Returning to Kerala in 1967 they formed the Chiralekha Film Co-operative in Trivandrum with the intention of promoting film societies. There are now 31 linked to them from end to end of this 80 per cent literate state, the highest percentage in any Indian state. In time they persuaded several cinema proprietors to collaborate on film festivals of the best Indian and foreign films. On the side, Gopalakrishnan directed a series of modest documentary films devoted to Kerala until he was ready to blossom forth as director of the striking feature, *Swamikalayam*, to my mind the most powerful film of the first NFI Indian Season.

Unable to find a commercial distributor for a commercial distribution, Gopalakrishnan turned to distribution and made money which has encouraged the making of two other very interesting films by other would-be independents. From the money made, a plan evolved for a studio complex which is now being built. This will house those who wish to make independent films, plus a rotating film archive to supply film societies. Gopalakrishnan is working on a film fusing part of his own heritage with one of India's epics.

It cannot be denied that much of this limited hope has come from Satyajit Ray's determined effort to remain independent. No one could be a more significant guest of honour at the Federation of British Film Societies' Fiftieth Anniversary since hardly a day goes by without one of Ray's films being screened somewhere by a British film society. Marie Seton is the author of "Portrait of a Director—Satyajit Ray".

THEATRE

MORALITY IN THE DOCK

John Peter

The second play at the Royal Court under its new management is *Stripwell* by Howard Barker. It opens with a courtroom confrontation between a judge, Graham Stripwell, and a man accused of driving and shooting recklessly on a housing estate. Before pronouncing sentence Stripwell opines that the crime was committed from an "ill-defined sense of grievance and social injustice".

That seems to use an excellent diagnosis of the play—and I use the word diagnosis only because Mr Barker feels like something Mr Barker wanted to get off his chest. Like the plays of his contemporaries, Barker's play is written under the approaching shadow of some social apocalypse. They are also conceived in extremes. The judge is about to leave his wife—for Babes, a teenage go-go dancer. His father-in-law is a semi-senile Labour councillor. "Clear," said the Attila, we have a man who to change the world," who now enjoys 2,000 acres and girls magazine. His son Tim has dropped out of Cambridge—off to smuggle heroin hidden in the vaginas of female students. The play is now being built. This will house those who wish to make independent films, plus a rotating film archive to supply film societies.

From the money made, a plan evolved for a studio complex which is now being built. This will house those who wish to make independent films, plus a rotating film archive to supply film societies. Gopalakrishnan is working on a film fusing part of his own heritage with one of India's epics.

It cannot be denied that much of this limited hope has come from Satyajit Ray's determined effort to remain independent. No one could be a more significant guest of honour at the Federation of British Film Societies' Fiftieth Anniversary since hardly a day goes by without one of Ray's films being screened somewhere by a British film society. Marie Seton is the author of "Portrait of a Director—Satyajit Ray".

FOLK IN HARMONY

The Watersons, the slugging Yorkshire family, are back in business after nearly 10 years. It was in the middle sixties that Michael Waterson, his sisters Norma and Elaine, and their cousin John Harrison, with their starkly effective uncompromised harmonies to traditional ballad songs, provided a new and the most far-reaching influence on the subsequent course of the folk revival. Then, fed up with the hassles of the life of the professional musician, they gave up singing and went their separate ways, leaving a handful of folk records and a legend behind them.

Now they are together again, and there is a new record, *For Peace and Spicy Ale* (Topic 12T265). They are as good as ever, if anything, even better. "The Good Old Way" is perhaps the best track they have ever recorded, but the other 13 are equally good. The album is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new.

The Boys of the Lough are another foursome—two Ulstermen, a Shetlander, and a Northern Englishman. They specialise in Celtic traditional music, and their new album, *The Boys of the Lough* (Topic 12T265), is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new.

The Boys of the Lough are another foursome—two Ulstermen, a Shetlander, and a Northern Englishman. They specialise in Celtic traditional music, and their new album, *The Boys of the Lough* (Topic 12T265), is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new.

Each programme can stand on its own. There are two family scenes beginning with the traditional discussion about appearance and late night of teenage unmarried mothers; one about child care and development; and another about a determined to go straight after being let out of Borstal and approved. There are also two programmes on the theme of adventure and survival: one describing an expedition by English schoolboys to the Arctic mountains of Norway and another about a boy alone on the Welsh moors.

Two programmes stand out. One is Peter Tynan's *Ballad of Ben*, a play which is superficially trivial but fundamentally tragic. It is a story of a boy who is a victim of a cruel and unrelenting world. The other is a new play by Willy Russell about three boys who break out of their own school one evening and go on a journey to find a teacher who can help them.

Each programme can stand on its own. There are two family scenes beginning with the traditional discussion about appearance and late night of teenage unmarried mothers; one about child care and development; and another about a determined to go straight after being let out of Borstal and approved. There are also two programmes on the theme of adventure and survival: one describing an expedition by English schoolboys to the Arctic mountains of Norway and another about a boy alone on the Welsh moors.

TEXTILES

CEREMONIAL CLOTHS

Beryl Tadman

West African Weaving: By Yvonne Lamb, Duckworth £25.00, 0 708 0905X.

West African narrow strip weaving is a perfect illustration of necessity being the mother of invention. The use of small looms a few inches wide, and the use of the narrow strip of cloth, has led to the production of a wide range of ceremonial cloths, which are used in a variety of ways. The book is a collection of 13 songs, mostly folk songs, some of which are new.

Narrow strip weaving has always been a jealously guarded skill, and women are allowed to assist with yarn spinning, but they must not touch the loom. The book is a collection of 13 songs, mostly folk songs, some of which are new.

The Boys of the Lough are another foursome—two Ulstermen, a Shetlander, and a Northern Englishman. They specialise in Celtic traditional music, and their new album, *The Boys of the Lough* (Topic 12T265), is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new.

The Boys of the Lough are another foursome—two Ulstermen, a Shetlander, and a Northern Englishman. They specialise in Celtic traditional music, and their new album, *The Boys of the Lough* (Topic 12T265), is a collection of 13 songs, mostly folk songs, some of which are new. The album is a collection of 13 songs, mostly folk songs, some of which are new.

TV REVIEW

POCKETS OF TROUBLE

Anne Barnes

The autumn term's series of programmes (BBC TV, Thursday 10.10, repeat Friday 2.02) selects some of the pockets of trouble met by teenagers and tries to focus attention on them in a way which will provide a clear discussion.

Each programme can stand on its own. There are two family scenes beginning with the traditional discussion about appearance and late night of teenage unmarried mothers; one about child care and development; and another about a determined to go straight after being let out of Borstal and approved. There are also two programmes on the theme of adventure and survival: one describing an expedition by English schoolboys to the Arctic mountains of Norway and another about a boy alone on the Welsh moors.

Two programmes stand out. One is Peter Tynan's *Ballad of Ben*, a play which is superficially trivial but fundamentally tragic. It is a story of a boy who is a victim of a cruel and unrelenting world. The other is a new play by Willy Russell about three boys who break out of their own school one evening and go on a journey to find a teacher who can help them.

Each programme can stand on its own. There are two family scenes beginning with the traditional discussion about appearance and late night of teenage unmarried mothers; one about child care and development; and another about a determined to go straight after being let out of Borstal and approved. There are also two programmes on the theme of adventure and survival: one describing an expedition by English schoolboys to the Arctic mountains of Norway and another about a boy alone on the Welsh moors.

BRIEFINGS

RADIO AND TV

YOU AND FE

Resources for Learning (Sunday, 10.10, VHF 4). The second programme showing how the LEA provide additional resources for schools in areas of educational need. The book is a collection of 13 songs, mostly folk songs, some of which are new.

On Learning (Sunday, 9.10, VHF 4). The second programme showing how the LEA provide additional resources for schools in areas of educational need. The book is a collection of 13 songs, mostly folk songs, some of which are new.

On Learning (Sunday, 9.10, VHF 4). The second programme showing how the LEA provide additional resources for schools in areas of educational need. The book is a collection of 13 songs, mostly folk songs, some of which are new.

On Learning (Sunday, 9.10, VHF 4). The second programme showing how the LEA provide additional resources for schools in areas of educational need. The book is a collection of 13 songs, mostly folk songs, some of which are new.

On Learning (Sunday, 9.10, VHF 4). The second programme showing how the LEA provide additional resources for schools in areas of educational need. The book is a collection of 13 songs, mostly folk songs, some of which are new.

87 Arts/Reviews/Briefings

FILM AND BROADCASTING

Christopher Griffin Deale reports on a Society for Education in Film and Television seminar and below reviews the latest in the Explorers series

CREATION OR PERCEPTION?

Last Saturday's conference of the Society for Education in Film and Television at the London International Film School, followed on from several articles in the latest issue of SEFT's *Screen Education* (no 15, Summer 1975) in discussing how far the society had reached in defining film studies as an educational subject.

Since the aim was to maximize discussion between editorial board and readership, the emphasis was on seminars which, perhaps inevitably, worried at differences and doubts—and no conclusions could be expected.

Certain assumptions and trends can be discerned, nevertheless, in relation to secondary education with which the conference was particularly involved. The society's conception of film and TV studies involves primarily the study of film and TV language, the way in which we "decode" the images we see on film and TV.

Language here does not refer to the simple grammar of long-shot and medium-shot but to the more esoteric structure of signs and codes known as semiotics, imported from the Continent and developed by Screen Education's weightier elder sister, Screen, in articles which even some of those at the conference admit to finding impenetrably complex.

Even granted the value of this visual language as a tool for interpretation, it is not clear how essential it is for secondary children. Neil Keddie, the sociologist invited to apply the professional analysis to the movement's current position in *Screen Education* 15 emphasises that this approach should not be regarded as objective or the way of seeing, it is one way of seeing among others.

To talk of SEFT's approach as "a way of seeing" is a more fortunate shorthand than the "body of knowledge" frequently mentioned by speakers as yet another block to be added to the edifice of the

secondary curriculum—and this at a time when most radical teachers (and film teachers are nothing if not radical) are recognizing that the curriculum structure needs loosening.

Existing subjects need to be integrated, so one would expect film teachers to be striving for cooperation with other subjects and other teachers. But we heard very little at the conference about other subjects except English, which has most in common with film studies and yet attracted the strongest criticism, perhaps on the analogy of what people could relate, whether with children or in their own adult life. But it does not automatically suggest the kind of rigorous analysis advocated by SEFT.

One had to go back to Screen Education for reassurance: to a fascinating transcript of some South London kids discussing *3.10 to Yuma*, part of a third year film course on the western. The teacher seems to avoid imposing any constricting approach on the children, their spontaneous responses seem to be unmediated, and yet they display an understanding of many subtleties in the film's structure and "language". It is not a perfect example, but one could at least begin to argue that these children were gaining something valuable and useful from this approach.

SEFT needs to do more to demonstrate the practical application of its approaches to specific films and to children. Elitism may be a dirty word in these circles, but SEFT seems so far to have displayed the kind of elitism which is common in the educational system: the bulk of its resources have gone to the sacred academicism of Screen, far less to Screen Education's attempts to mediate between these theories and the practical realities of schools.

Too little has been said about television—so I will be intrigued by SEFT's next weekend school (in Central London Polytechnic on December 13-14) when television fiction will be examined through specific examples—*General Hospital*, *Upstairs, Downstairs* and *Intimate Strangers*.

in itself. And yet that is a view one might easily infer from some of SEFT's writings. Though this conference was very general, it was still depressing that so little was said about children and their needs. One or two instances of classroom practice were cited.

One teacher explained her original motivation for discussing films: her children were inarticulate, and films would be one common experience they could be helped to share through words. That is a simple enough motive to which many people could relate, whether with children or in their own adult life. But it does not automatically suggest the kind of rigorous analysis advocated by SEFT.

One had to go back to Screen Education for reassurance: to a fascinating transcript of some South London kids discussing *3.10 to Yuma*, part of a third year film course on the western. The teacher seems to avoid imposing any constricting approach on the children, their spontaneous responses seem to be unmediated, and yet they display an understanding of many subtleties in the film's structure and "language". It is not a perfect example, but one could at least begin to argue that these children were gaining something valuable and useful from this approach.

SEFT needs to do more to demonstrate the practical application of its approaches to specific films and to children. Elitism may be a dirty word in these circles, but SEFT seems so far to have displayed the kind of elitism which is common in the educational system: the bulk of its resources have gone to the sacred academicism of Screen, far less to Screen Education's attempts to mediate between these theories and the practical realities of schools.

Too little has been said about television—so I will be intrigued by SEFT's next weekend school (in Central London Polytechnic on December 13-14) when television fiction will be examined through specific examples—*General Hospital*, *Upstairs, Downstairs* and *Intimate Strangers*.

DISTANT CHARACTERS IN WIDE OPEN SPACES

Explorers is now more than half way through its much heralded run. Last week's programme, about the little-known American, J. M. W. Turner, was a welcome change from the usual series of virtuoso films.

In 1826 Smith, a 27-year-old beaver trapper, led the first white men to cross the Rockies and reach the then Mexican territory of California from the east.

The photography of the American locations was consistently splendid, and the programme had its greatest impact when we were taken in close and helped to understand what these explorers had to endure—whether collapsing from thirst or steeling themselves to eat the plat of grasshoppers offered by a friendly Indian.

Too often, however, one beautiful landscape followed another. The programme was too much of a repetition of what we can already see, and could see better with a less recent visual style.

For much of the time, the pictures seem to be there simply to illustrate Smith's words from his journal—words, sometimes eloquent, occasionally contributing a glimmer to our faint conception of his character, but often merely repeating what we can already see, and could see better with a less recent visual style.

The commentary's low-key delivery often muffled the experiences it described. Invented characters and scenes, such as the long-shot of a horseback rider, were usually in long-shot and subordinated to the historical evidence of Smith's own writings. If we were to hear more dialogue, the writer's power of invention and director John Ryan's talent as a drama director (ably demonstrated

in *Gronade's The Newby Man* last year) would have been called upon far more. A more dramatic documentary might have invented more but also told us more about the true Smith's endeavour.

Specific details of his endurance are easier to grasp—even in this reticent style—than the historical facts of distance and time he covered. When one disallows from the long-shot of a horseback rider, the commentary—to feel the gap in miles and days that the explorers have traversed. That problem inherent in films about such journeys—is only aggravated by the style of the series.

Explorers, as a title, suggests portraits of certain individual explorers. The producer would have rightly rejected *A History of Great Explorations* as too turgid a title, and yet it would better fit the series' tendency to emphasize the basic historical facts, rather than the character and specific experiences that could be more powerfully communicated.

Though the series could have been much better than it is—and made much better use of the talent and resources employed (diligently researched and expensive reconstructions of the craft processes in the Franciscan fathers' mission were glimpsed only peripherally, for instance) it would be foolish not to emphasize that the images consistently sustain interest and the programme remained watchable, if unsatisfying.

Retrospect can sometimes be effective, as in the marvellous closing sequence five years on when Smith, a long figure on horseback, is surrounded by Indians and we retreat into long-shot as they shoot him dead.

John Peter